DOCUMENT RESUME

ED 200 093 HE 013 557

TITLE	Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980.
INSTITUTION	Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.
SPONS AGENCY	Health Resources Administration (DHHS/PHS), Hyattsville, Md.
REPORT NO	HRP-0902759
PUB DATE	19 Dec 80
CONTRACT	HRA-232-79-0119
NOTE	368p.; For related document, see HE 013 556. Parts of appendix may be marginally legible.
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Administrator Qualifications; Administrator Responsibility; *Administrators; Competence; Employment Qualifications; Entry Workers; *Evaluation Criteria; *Health Services; Higher Education; *Job Analysis; Job Performance; Job Skills; Knowledge Level; *Personnel Selection; Role Perception

ABSTRACT

Results of a job analysis for the position of entry-level health services administrator (HSA) are presented. The following products of the study are presented: a list of 132 tasks grouped into 10 job dimensions (e.g., policy direction, financial management), ratings of the importance of each task at entry-level, a list of 39 qualifications, including 21 areas of knowledge and 18 skills or abilities, ratings of the level of expertise required in each qualification for competent entry-level performance of the tasks in each job dimension, and 159 competency statements. The job analysis was based on the recommendations of an advisory committee of nine experts in health services administration. After a preliminary list of HSA tasks and qualifications was developed, the experts independently rated the importance of each task. The experts then discussed their opinions at a meeting, attempting to resolve any important disagreements. Independent ratings were again obtained to serve as the basis for the role delineation. Details of the study methodology are specified, and sample rating forms, instructions, and references are appended. It is suggested that the findings can be used for assessing job performance, personnel selection criteria, licensing and certification programs, training needs, self-assessment measures, training evaluation, and other purposes. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200093

OE

INITIAL ROLE DELINEATION FOR ENTRY-LEVEL HEALTH SERVICES ADMINISTRATION PERSONNEL

Comprehensive Report

Covers Period of Performance
During
October 1, 1979 - December 31, 1980
Contract No. HRA-232-79-0119

Contractor

Center for Occupational and Professional Assessment
Educational Testing Service
Princeton, New Jersey 08541

Contractor's Principal Investigator: Marlene Goodison
(For other key personnel, see Preface)

Sponsor

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Health Resources Administration
Bureau of Health Professions
Division of Associated Health Professions
3700 East-West Highway
Hyattsville, Maryland 20782

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Estimated Cost of Contract: $128,847

HE 013 557

Table of Contents

Page

Preface vii

Abstract of Main Text 1

Introduction 3

Background and Approach 6

Detailed Methodology 9

- Selecting the Advisory Committee 10
- Review of Existing Occupational Literature 13
- Developing the Draft Task List 14
- Advisory Committee Meeting #1 16
- Developing the Draft Qualifications List 18
- Advisory Committee Meeting #2 19
- Collecting the Data 21
- Developing Competency Statements 21

Results 25

- Tasks 25
- Qualifications 43
- Competency Statements 55

Summary and Conclusions 103

Recommendations 105

Appendices

A - Solicitation of Nominees to the Advisory Committee

B - Rating Form and Instructions for Pre-meeting Independent Review of Draft Task List

C - Rating Form and Instructions for Pre-meeting Independent Review of Draft Qualifications List

D - Advisory Committee Meeting #1 Materials

    D-1 - Operational Schema
    D-2 - Group Process Methodology
    D-3 - Meeting Agenda
    D-4 - Glossary
    D-5 - Final Task Rating Form and Instructions

E - Definition of Scale Points for Qualifications Ratings

F - Final Qualifications Rating Form and Insturctions

G - Frequency Distribution of Qualifications Ratings by Job Dimension

H - References

PREFACE

ETS is greatly indebted to the persons who generously offered to share their knowledge and expertise with us to accomplish the objectives of the study. Without their valuable contributions neither ETS nor the Bureau would have been able to obtain the information reported here.

The Advisory Committee - was established to provide, from different perspectives in the health services field, expert information about the job of health services administrator. The Advisory Committee developed the list of job tasks and job qualifications reported here. The members of this committee were:

Theodore A. Bravos
Director, J.N. Adam Developmental Center
Perrysburg, New York

John S. Falco
President, Caravilla Nursing Home
Beloit, Wisconsin

George Warren Gooche
Administrator, Yorba Linda Medical Clinic, Inc.
Yorba Linda, California

Ms. Jacqueline B. Hanson
President, American Health Planning Association
Washington, D.C.

Ms. Tomi B. Higgins
Project Specialist, Office of Consumer Health Education
Rutgers Medical School
Piscataway, New Jersey

Robert C. Linstrom
Executive Director, Health Planning &
Development Council
Wooster, Ohio

John R. Malban
Assistant Professor, Mental Health Administration
Training Program
University of Minnesota
Minneapolis, Minnesota

Ronald S. Moen
Executive Director, Accreditation Association for
Ambulatory Health Care, Inc.
Skokie, Illinois

Robert C. Myrtle
Professor of Graduate Programs in Public
Administration
University of Southern California
Los Angeles, California

Additional Reviewers - were recruited to critique the work of the project in various stages of the process. The additonal expert information about health services administration provided by these reviewers' inputs enhanced the quality of the final results and served as further checks of our work (these persons were, however, not members of the Advisory Committee and did not participate in the rating process for job tasks or job qualifications). These reviewers were:

Sidney Golden
Associate Director
Mt. Sinai Hospital
Miami Beach, Florida

Daniel Brady
Director
Miami Beach Mental Health Center
Miami Beach, Florida

Isidore Levine, M.D.
Dept. Director for Professional Services
Montefiore Hospital
111 East 210th Street
Bronx, New York

James R. Kuperberg, M.D.
Assistant Professor & Chair
Health Policy Education
Univ. of Wisconsin - Extension
Milwaukee, Wisconsin

Educational Testing Service - A special thank you is due members of the ETS staff: Joanne Timmins, the project director, who coordinated the many and varied activities required to conduct this study and who contributed to the successful completion of all phases of this project. William Kastrinos and Lois Crooks who served as project consultants and reviewed the work of the project in all phases and contributed their extensive expertise in job analysis, performance assessment, and criterion-referenced testing to translating the job qualifications into a comprehensive list of the required entry-level competencies for health services administrators; Ms. Norma Deck, June Thomas, and Sonyetta Robinson who prepared the manuscript and the materials needed to conduct the study; and Jane Heller, Jayme Wheeler, and Ann Caldwell who assisted with the administration of the project.

Health and Human Services--The staff members of the Bureau of Health Professions of the Health Resources Administration provided support and guidance to the project in all phases of the work, without their valuable insights, contributions, and assistance the study could not have been completed. These Bureau staff members were:

Maureen E. Sullivan
Health Manpower Educational Specialist
Health Personnel Standards Branch
Division of Associated Health Professions
Bureau of Health Professions
Health Resources Administration
Department of Health and Human Services

William J. Holland
Deputy Chief
Education Development Branch
Division of Associated Health Professions
Bureau of Health Professions
Health Resources Administration
Department of Health and Human Services

ABSTRACT

This report describes the procedure and the results of a role delineation study (i.e., a job analysis) of the role of entry-level health services administrator (HSA). The first phase of the study concentrated on tasks done by entry-level HSA's while the second phase concentrated on their necessary qualifications, i.e., knowledge and skills. An Advisory Committee of nine experts in health services administration provided the necessary expertise. Their participation in each phase of the study followed a three-step sequence: the experts first submitted their individual opinions by mail, then discussed their opinions at a meeting, attempting to resolve disagreements, and again submitted their individual opinions by mail. The second set of opinions served as the basis for the role delineation.

The products of the study included a list of 132 tasks grouped into ten job dimensions, ratings of the importance of each task at entry-level, a list of 39 qualifications, including 21 areas of knowledge and 18 skills or abilities, ratings of the level of expertise required in each qualification for competent entry-level performance of the tasks in each job dimension, and 159 competency statements. The task list is intended to include all tasks done by HSA's at entry-level in any institutional setting. Differences between institutional settings are reflected in the differences between Advisory Committee members in their ratings of the importance of each task and the expertise required in each qualification.

The ten job dimensions identified were overall direction of policy, overall direction of operations, financial management, human resources management, information systems and data analysis, public and community activities, health industry activities, legal issues and government related activities, educational development, and program review and evaluation.

INTRODUCTION

This report describes and presents the results of a comprehensive job analysis of the job of entry-level health services administrator. The study was the first phase of a role delineation/verification plan that anticipates a refinement and verification of the role in a subsequent phase. This study began in October of 1979 and was completed in December 1980. It was conducted under a contract with the Bureau of Health Professions, Health Resources Administration of the Department of Health and Human Services (the Bureau).

The major objectives of the job analysis were:

- to define the role of the health services administrator (HSA) in terms of the major dimensions of the job (logical clusters of related job tasks) and the job tasks within each job dimension, with particular emphasis on the job tasks that are important or critical at entry-level;
- to identify and define the knowledges and skills/abilities (KSA's) required for competent performance in each major job dimension with particular emphasis on entry-level qualifications, in order to develop a comprehensive statement of the competencies essential to competent performance at the entry-level(s) of health services administration;
- to begin to identify the commonalities and variations in the roles and qualifications of health services administrators for different health services settings.

The process of job analysis usually follows one of three orientations: task-oriented, worker-oriented, or comprehensive job analysis.

The first of these, task-orientated job analysis, is a systematic procedure for determining the *job tasks*[1] *of a given occupation or profession*. In this process the statement of a job task must define *an action* that has an observable outcome (if it is successfully accomplished). Knowledges are not considered tasks because they do not, by themselves, produce an observable outcome. *The essence of a job task is doing something, not knowing something*.

Moreover, job tasks may be classified as either duties or responsibilities. As defined for this study, duties are performed by the job incumbent, responsibilties are delegated in part or entirely to others but the responsibilities for the end results rest with the incumbent. A task-oriented approach to job analysis leads to the specification of *what is done* in the performance of the job.

The second approach, worker-oriented job analysis, is a systematic procedure for determining *the knowledges, skills and abilities required of job incumbents* for competent job performance. In this process the *workers' qualifications* are systematically identified and operationally defined.

A comprehensive job analysis, the third approach, combines the task-oriented and worker-oriented approaches into an integrated whole. The comprehensive job analytic process can, if executed properly, provide an accurate and thorough specification of job tasks and the worker's competencies required to perform those tasks.

The job analysis orientation chosen as most appropriate for this study was the comprehensive job analysis, the third approach. Through this systematic process of job definition the Bureau obtains a comprehensive body of knowledge with which information-based policy planning and decision making can be made. Because of its thoroughness and inherent job-relatedness it is often the logical first step in investigating an occupation. The outcomes of the investigation may then be used for a number of purposes including assessing job performance, personnel selection criteria, licensing and certification programs, training needs, self assessment measures, training evaluation, etc.

---

[1] A job task may be defined as an act or series of acts performed by an individual to produce a specified product or achieve a desired end-result (Dept. of Army 1977).

BACKGROUND AND APPROACH

In the face of constantly increasing costs and complexities in the nation's health delivery systems, adequate education and training are essential to prepare individuals for effective management and planning in the health field.

As far back as the mid-1960's this need was apparent and resulted in the Health Manpower Act of 1968. The Act provided funding directly to students for graduate level training in health systems planning and hospital administration. In the following year funding became available for faculty and enriched curricula in the field.

Within a few years the scope of health services settings broadened. It became evident that health services administrators must be competent in a variety of settings (public and private systems, agencies, hospitals, HMO's, extended care facilities, etc.). The reports of the National Advisory Public Health Training Council (1972) and the Commission of Education for Health Administrators (1974) spotlighted this need. As a result there was shift in the focus of training administrators and planners, greater attention was directed toward providing them with more relevant backgrounds and competencies to deal with increasingly complex health systems. However, the competencies necessary to execute the functions of health administrators/planners in general were ill-defined at the time. Training programs were being developed without the guidance of a well defined comprehensive set of competency requirements.

Moreover, the public has a right to a training, selection and credentialing system that assures the competency of health services administrators (practitioners). Without a clear delineation of job responsibilities and competency requirements, such systems would be of questionable validity.

Accordingly, the Health Resources Administration (HRA) has begun and is continuing, through research grants, to identify the competencies required of health services administrators and managers. Through a systematic role delineation (job analysis) and the identification of the concomitant knowledges and skills essential for entry-level health services administrators, HRA will be able to assist the profession to develop valid training and performance assessment programs as part of the on-going competency assessment program.

To meet the established professional standards and those established by the recent court decisions and relevant federal guidelines, ETS's general approach to the development of a performance assessment procedure begins with a thorough up-to-date job analysis (role delineation).

Job analysis, as explained in the introduction, is a rigorous procedure for determining, among other things, the job tasks (duties and responsibilities) of a given occupation or profession. Analysis of the job tasks leads to the identification of the requisite knowledges and skills/abilities (KSA's) for competent job (task) performance. These KSA's can then be translated into competency statements to use as a basis for training criteria and performance assessment.

The development of valid training criteria and performance assessment measures mandates a logical sequence of activities that includes identifying from among the set of all job tasks the subset of the more important, essential tasks of the job as they are related to competent performance. This step in the process is often necessitated by practical considerations which make it implausible, if not impossible, for selection procedures, performance evaluation, or training criteria and evaluation to be based on every job task. In deference to the practical considerations, performance measures and training curricula are most often developed from a carefully selected sample of job tasks. Some tasks are clearly more essential to competent job performance than others and represent the core of the job. The primary challenge of the task selection process then, is to assure that the tasks and accompanying requisite levels of knowledges and skills/abilities selected to train for and/or assess competent performance are the ones that properly represent the core of the job.

To these ends, ETS has conducted a comprehensive job analysis to serve as the logical first step in the development of valid criterion-referenced assessment measures for HSA's and as a basis for improved curriculum design.

The methodology used in this study involved the development of a broad-based list of job tasks (task list) logically clustered into major job dimensions (sometimes called functions or roles), and a list of the requisite knowledges, skills and abilities (qualifications list) to competently perform those tasks.

The task list and qualifications list were developed by ETS from a review of the literature of health services administration, prior studies in the field, and from interviews with experts in the field of health services administration. Once the lists were developed, a panel of subject matter experts (Advisory Committee) rated the tasks as to their relative importance to competent performance at entry-level and rated the qualifications as to the degree of expertise essential to competent performance at entry-level. The data collected on the tasks and qualifications were then translated into a list of competency statements for entry-level HSA's.

The task lists, qualifications and competency statements developed in this study were designed to be representative of the requirements of all health services settings in which health services administrators function, e.g. personal care (ambulatory and residential), non-personal care, etc.

DETAILED METHODOLOGY

The methodology used for this study addressed the project staff's concern that no single list of tasks, qualifications, or entry-level competencies would be appropriate for all health services settings. Yet all agreed that there is much in common among all health services settings. The need was therefore apparent to identify, ultimately, what is common among all settings and what is thought to be idiosyncratic to particular settings. But before one can begin to identify the common and unique subsets of a universe of tasks or qualifications, one must first define the universe.

With the above issues in mind, and recognizing the limitations imposed by the small number of subject matter experts used in this study (9) every effort was made to develop all inclusive task and qualifications lists (to define the universe). A definitive identification of the sub-sets of requirements within this universe particular to each setting becomes the task of further research to refine and verify the role delineation. The purpose of this study, and thus the methodology used, was aimed at capturing the picture of the whole arena of health services administration.

Moreover, the Bureau's desire to use the competency statements developed to evaluate training/education curricula for health services administrators necessitated careful planning for the nature and format of the competency statements.

Accordingly, the competency statements were developed to describe the degree of expertise in any knowledge or skill/ability area that an individual needs to acquire from education, training or experience in order to perform competently the job tasks of an entry-level health services administrator in any of the major health services settings.

1. Selecting the Advisory Committee - A significant part of job analysis usually involves the participation and judgment of persons qualified in the particular occupation under study. Such persons may be either practitioners with sufficient work experience and/or supervisors or educators familiar with the job duties and responsibilities involved. They can be grouped into a committee and assigned specific functions.

In this study a number of these persons (9) were selected for the Advisory Committee. The committee had the following responsibilities:

- to provide ETS staff with current information about the practice of health services administrators;
- to assist ETS in the development of a comprehensive task-list grouped into logical job dimensions;
- to assist ETS in the development of a comprehensive qualifications list of the knowledges and skills/abilities required of health services administrators;
- to rate the job tasks in terms of their importance to competent entry-level performance as a health services administrator;
- to rate the qualifications in terms of the degree of expertise required in each qualification for competent entry-level job performance as a health services administrator.

In order to assure adequate input to the study from different perspectives of the health services arena, as well as to allow for possible differences in perceptions based on geographic areas, years of experience in the field, gender, etc. a careful search for candidates for the Advisory Committee was conducted. Individuals were sought to be representative of differing points of view in the health services field. Suggestions for nominees to the Advisory Committee were solicited from a number of professional associations in the health services arena. These included the American College of Hospital Administrators, American College of Nursing Home Administrators, American College of Medical Group Administrators, the Association of Mental Health Administrators, the American Health Planning Association, American Public Health Association, allied health consumers, Association of University Programs in Health Administration, certification and accreditation bodies. (A copy of the letter sent to executives of the major health services organizations listed above and requesting nominees to the advisory committee is found in Appendix A) Individuals who agreed to serve on the committee did so as individuals and not as representatives of their organization. In addition, ETS identified a number of professionals in the health services field recognized by their colleagues as outstanding and/or experts in health services administration who had served in similar situations as subject matter experts.

Once a list of candidates was developed, each candidate was contacted by an ETS staff member to explain the study, to determine his/her willingness to and interest in being an advisory committee member. In addition, each candidate's background experiences and subject matter expertise was discussed by ETS staff to evaluate its relevance to the objectives of the study and work assignment for the committee. ETS staff winnowed the list of nominees to nine primary candidates, the maximum number allowed by the Bureau, representing varying health care settings, years of experience, and geographic location (see list of Advisory committee members in the Preface). Backup candidates for each primary candidate were also selected. The list of nominees was submitted to the Bureau for final approval. Once the membership of the Advisory Committee was established, each Advisory Committee person was contacted to schedule meetings, further explain the work of the project, answer any questions relating to the objectives of the study and the level of effort expected from each committee member, and to assign the first work activity for the Committee (a copy of the letter and first work assignment are found in Appendix B).

As a group, the committee held memberships in and in some cases were fellows of: the American College of Hospital Administrators; Association of Mental Health Administrators; American Association on Mental Deficiency; Association of University Programs in Health Administration Northeastern Hospital Association; American Hospital Association; National Mental Health Association; National Association of Boards of Examiners of Nursing Home Administrators; American College of Nursing Home Administrators; American College of Medical Group Administrators; American Management Association; American Academy of Medical Administrators; American Health Planning Association; American Public Health Association; American Society for Public Administration; Joint Commission on Accreditation of Hospitals; etc.

Their educational backgrounds were in: hospital administration; business administration; clinical psychology; public administration; health administration; health sciences education; Sloan Institute's Special Executive Program in Hospital Administration; Master's in Social Work; and two persons were licensed nursing home administrators.

The average number of years of experience in some aspect of health services administration for the committee members was 18 years. This ranged from a low of 13 years to a high of 32 years.

Some of the titles in health administration held by the members of the group included: director, administrator, superintendent, and business administrator of general hospitals and pychiatric facilities; professor and lecturer in public administration, mental health administration, and hospital and health care administration; administrator of retirement and skilled nursing facility; administrator of group practice clinic; director of consumer health education programs; supervisor of nursing services in a general hospital; director of a health systems agency; and a program director of the Accreditation Council for Ambulatory Health Care of the Joint Commission.

The Committee was to meet twice. The objectives of the first meeting were mainly limited to finalizing the job task list and preparing the committee for rating the tasks on importance to competent entry-level performance. At the second meeting, the Committee objectives centered around refining and finalizing the qualifications list (KSA's) and preparing to rate them as to the degree of expertise essential for competent entry-level job performance as a health services administrator.

2. Review of Existing Occupational Literature - Prior to the first Advisory Committee meeting, ETS' project staff reviewed job information from previous research studies funded by the Bureau, the Kellogg Foundation, and other research organizations. ETS staff also reviewed information available from the Dictionary of Occupational Titles, curricular guidelines,

instructional material, professional association journals, articles and text written for the field of health services administration, etc. ETS also used job description information available from ETS's previous work experience in health services administration. The information collected during this review was used as a base for developing the initial job task list and the initial qualifications list. (See Appendix H for a listing of the references used.)

3. Developing the Draft Task List - Using the information collected in the review of the occupational literature, ETS staff developed a comprehensive list of job tasks grouped into logical clusters or job dimensions. An effort was made to synthesize much of the prior research that had been conducted in the area. This study borrows heavily from the role delineation work of Alton Johnson at the University of Wisconsin-Madison (1977) and the work of Barron and Scholl at ETS on the health systems agency administrator (1978).

The draft task list was reviewed in terms of clarity of meaning, completeness and accuracy by two health services administrators not selected to be on the Advisory Committee, but who had volunteered their time to help with the study. In addition two ETS staff members were selected as project consultants. One was selected because of her recognized expertise in job analysis and the development of competency statements and her experience in the health services administration area (L. Crooks). The second consultant was selected for his expertise in criterion-referenced testing and competency requirements as well as his extensive background in the health area (W. Kastrinos). Both project consultants reviewed the draft task list for appropriateness, clarity of meaning and accuracy of statements. The draft task list was developed to take into account the duties and responsibilities of different service settings (e.g. acute care, HMO's, long-term nursing, planning agencies, etc.) and ten differing job dimensions (e.g. health policy, economics, financial management, community activities, overall direction-operations etc.). The suggestions of the preliminary reviewers were incorporated into a second version of the draft task list. This revised draft task list was mailed to each Advisory Committee member for review prior to the convening of the first meeting. (A copy of the draft task list and the instructions for review that were mailed to the Committee members are found in Appendix B). The revised task list sent to the Advisory Committee included a task rating scale for judging the importance of competent performance on each task to competent entry-level performance as a health services administrator (task importance). The task rating scale ranged from "0" thru "3". The ratings were defined as follows: 0 = not relevant at entry-level; 1 = of little or no importance; 2 = important but not critical; 3 = critical. A "don't know" category was added as a "9" to make the scale all inclusive and to avoid non-responses and thereby easily distinguish between "not relevant" and "don't know". Since the number of raters was so limited, no other ratings, such as frequency of performance, time spent, or complexity were deemed appropriate to this study. The value of extensive, elaborate quantitative data based on only nine respondents would be questionable.

4. Advisory Committee Meeting #1 (Finalizing the Task List and Importance Ratings) - To assure the successful attainment of the objectives of the study ETS prepared on operational schema for the project and an activities plan for the advisory committee including the group process procedures to be followed at committee meetings and the assignments to be given. This was done prior to the first meeting. The group process plan incorporated the iterative independent ratings of a Delphi Method and some aspects of the group discussion, brain-storming steps of the Nominal Group Technique. The blending of the two group process methods was used to take advantage of the best aspects of each.

The procedure was described as a multi-purpose adaptive group process. The process is described in detal in Appendix D-2. An agenda for the meeting was also prepared (See Appendix D-1). To enhance the precision of the committee review process, two additional steps were taken. One step was to develop a glossary of commonly used and often confused terms relevant to job analysis and the project. This was done to make certain all persons working on the study had a common understanding of the project terminology and its operational definition as applied in this study. The second step taken was to prepare definitions of the points on the importance rating scale. These scale points were discussed in group session to be sure each Committee person had the same interpretation of the meaning of each scale point. In this way differences observed in ratings can be assumed to be due to true differences in the Committee's perceptions rather than attributable to misinterpretation of the rating scale (see Appendix D for the glossary and definition of scale ratings).

In accordance with the activities plan, approved by the Bureau, the data from the Committee's pre-meeting independent editorial review and importance ratings for the task list were collected by mail. Suggested revisions and corrections to the task list were incorporated into a new task list and the pre-meeting task importance ratings were tallied.

At the Committee meeting each job dimension was reviewed task-by-task in a group discussion mode to verify its clarity of meaning and appropriateness. During this two-day discussion process, many tasks were revised again, some tasks were added, some tasks were deleted, and some were reassigned to other more appropriate job dimensions. Also, it was important to be certain that the meaning of entry-level HSA was clear and uniform for each committee member. To this end discussions were held for redefining an entry-level HSA. For this study, an entry-level health services administrator is described as a person who may be placed in a staff, line, or functional position (e.g., assistant to the director, assistant administrator, department head, etc.).

At the conclusion of the meeting, the committee was notified they would receive a final version of the task list by mail. It would include all of the committee's revisions as recorded at the meeting and would require a final independent rating of task importance made in light of the group discussions held at the meeting. In addition each committee person was given a copy of the tallied results of the first independent task ratings.

Once the post-meeting task list was completed, another check on the list's clarity, accuracy and completeness was made by an additional health services administrator with extensive experience in the field (J. Kuperburg).

The ETS project consultants also reviewed the Committee's revisions to the task list before it was mailed for the final task importance ratings. The final list had 132 tasks.

To prepare for the next phase of the study, each committee person was given an assignment to review the draft list of KSA's and to assign KSA's to each job dimension whose tasks required a degree of competency in that KSA (see Section 5 of Methodology and Appendix C).

5. Developing the Draft Qualifications List (KSA's) - Using virtually the same procedure as for the task list, the information gathered in the review of existing literature was used as a basis for developing a draft list of knowledge and skill/ability statements (KSA's). The development of this list drew heavily on the work of Moyerman at the Leonard Davis Institute in curriculum content and curriculum relevance and Barron and Scholl at Educational Testing Service in defining the role of health systems agency administrators. Once the draft KSA list was developed, it was reviewed by the ETS project consultants. The suggestions made by the consultants were incorporated into a revised draft list which was given to the advisory committee members at the end of the first advisory committee meeting for an independent review by them. This draft qualifications list also listed the 10 job dimensions previously identified in the study and requested each committee member to indicate, for each job dimension, whether or not any degree of competency in the KSA being rated was required by the tasks of the job dimension. This was merely a "yes or no" indication. It did not involve scaling of the level of expertise required. (See Appendix C for the draft qualifications list and instructions for reviewing the list that were sent to the Advisory Committee).

The committee members returned this assignment to ETS and their suggested revisions to the list were incorporated into a newly revised draft qualifications list. This revised list was then prepared for presentation and discussion to be finalized at Advisory Committee Meeting #2. Since every KSA was selected, by at least one committee member, as required to perform the tasks included in each job dimension, no KSA was eliminated from the draft list.

6. Advisory Committee Meeting #2 (Finalizing the Qualifications List) - As with Committee meeting #1, the procedures followed the approved activities plan. Accordingly, the data from the members' pre-meeting independent review of the qualifications were collected before the meeting. This was done by mail. Based on the data collected, a revised qualifications list was prepared for presentation and group discussion. Again, the discussion/review step in the process was necessary to assure the clarity of meaning, accuracy and completeness of the qualifications list. The operational definitions of the KSA's were modified substantially and related to health services administration. As a result of the modifications, some qualifications that had been on the list were incorporated into other KSA domains and some new qualifications were added to the list.

After careful consideration of how best to rate the qualifications, a scale was developed for indicating the degree of expertise that is required for each KSA relative to the tasks of each job dimension (how much of the KSA is required).

At first the scale developed was a five-point scale with the definition of each point being based on the concepts of Bloom's Taxonomy of Educational Objectives (Bloom 1956). The committee decided to expand the scale in order to differentiate better between the entry-level degrees of expertise required at the low end of the scale . The Committee expected that the levels of expertise required would most likely cluster at the low end of a 5-point scale (entry-level administrations are seldom expected to be experts on day one of their job) making it in reality only a 2 or 3 point scale. There was a concern that the measurements would then be too gross. With this in mind, the scale was expanded to 9 points with the odd numbered scale points operationally defined. This allowed for finer differentiations in expertise. The levels of expertise ranged from no knowledge, skill, or ability, to renowned theoretician/expert in the field. (See Appendix E for full explanation of the scale). Moreover, entry-level qualifications were specifically defined, for this study, as the minimum amount of expertise of a KSA that the entry-level HSA must bring to the job on day one. It is not defined as what can be learned on the job or after hire.

Finally, the committee was assigned its last task. That task was to rate the entry-level qualification, for each KSA on the final KSA list, relative to the tasks of each job dimension. The qualifications rating form was mailed to the Committee members a short time after the conclusion of the second meeting (The rating form and instructions are found in Appendix F.) The format of the rating form took into account the Committee's request to have an explanation of each job dimension in view as each KSA was being rated, rather than having to reference an additional document. The outcomes of committee meeting #2 were reviewed by the ETS consultant with special expertise in criterion-referenced testing.

7. Collecting the Data - The final task rating list was mailed to the advisory committee members after meeting #1 and the final qualifications rating list was mailed to committee members after the conclusion of meeting #2. In both instances the return rate was 100%. All ratings were tallied. Raters were identified only by a code number used for keeping track of the response rate. This was done both to protect the raters' anonymity and to assure that the interpretation of the ratings could not be contaminated by subjective judgment about the raters. Copies of the final task importance ratings were sent to the Committee members. The qualifications ratings were used to develop the competency statements.

8. Developing Competency Statements - A major objective of this study was to develop a comprehensive list of competency statements that would specify the minimum entry-level requirements for HSA's. Further, the competency requirements were intended, to the extent possible, to encompass all health services settings. If, in the qualifications ratings, a competency was required for at least one service setting, it was included on the qualifications list. The assumption was made that this would result in the specification of the minimum qualifications for an entry-level individual to perform competently in any service setting. Accordingly, there are some competencies listed that are particular to personal care services, residential care, etc, and others that apply more to planning agencies and non-personal care settings. In the judgment of the committee and project

staff starting with the qualifications for the whole arena of health services administration was the best way to approach a delineation of a generalizable list of entry-level qualificationsfor HSA's.

The mean rating of the level of expertise required for each KSA in each job dimension was computed and used as a basis for the development of the competency statements. ETS staff developed a semantic scale that would both explain the different levels of expertise required for a particular KSA and differentiate between levels. For the knowledge scale the ascending levels of knowledge acquisition and expertise were based on Bloom's Taxonomy of Educational Objectives (Bloom 1956). The skills/abilities scale was based on the staff's rational judgments that there were measureable differences in skills/abilities moving from no ability at all at the low end of the scale to renowned expert at the high end of the scale. The basic description of each level of expertise on the KSA's competency scales are shown in Figures 1 and 2 on the following pages.

In addition, the assumption was made that each job dimension was a sub-set of the total job, and that all the job dimensions taken as a whole represent the entire job. With this in mind, a grand average of the qualification rating for each KSA, averaged across the 10 job dimensions, weighted equally, was computed and interpreted as the average entry-level competency requirement for the job-as-a-whole.

Figure 1

Semantic Scale for Knowledge Levels*

1 = None.

2 = Hardly any knowledge of the subject area.

3 = An awareness of the subject area including a recognition and recall of the appropriate terminology, facts, ideas, principles and trends of the subject area.

4 = An elementary understanding of and familiarity with the concepts of the subject area.

5 = A general understanding and basic working knowledge of the subject area. This includes the comprehension and application of the concepts and principles of the subject to the particular situation at hand or to the solution of a particular problem.

6 = A strong working knowledge and understanding of the subject area. This includes some analysis, generalization and application of the concepts and principles of the subject to interrelated but changing situations and problems.

7 = A comprehensive and thorough knowledge of the subject area. This includes the analysis of relationships, implications and generalizations of the concepts of the subject in order to apply those concepts to new and existing situations and problems.

---

*The highest scale point observed in the ratings was "7". Definitions of scale points not observed in the data collected are not included.

Figure 2

Semantic Scale for

Skills/Abilities Levels*

1 = None.

2 = Hardly any skill/ability in the area.

3 = A limited ability in the area.

4 = Some demonstrable ability to perform in the area.

5 = Some noticeable ability to perform.

6 = Considerable ability to perform. This includes obvious strength in the skill/ability area.

7 = Full competence to perform. This includes recognized accomplishment in skill/ability.

---

*The highest scale point observed in the ratings was "7". Definitions of scale points not observed in the data collected are not included.

RESULTS—Tasks

The purpose of the task ratings was to answer the following questions:

1. Which tasks are done at some level of involvement by entry-level health service administrators?
2. Of the tasks done by entry-level HSA's at their level of involvement, which are important and which are critical for competent performance?

The task ratings were based on a 4 point-scale describing the importance of competent performance on the task to competent entry level HSA performance:

0 = not relevant at entry level;
1 = not important;
2 = important but not critical;
3 = critical.

The ratings were tabulated to show the committee's answers to the two questions listed above and the extent to which individual committee members tended to agree or disagree with each other. Tables 1-10 summarize the ratings of each task by the nine committee members. Each table presents the ratings for the tasks in one of the ten job dimensions. For each task, the tables show the number of committee members rating the task as relevant to the job of an entry-level HSA (a rating of 1, 2, or 3), the number of members rating the task as an important part of the job (a rating of 2 or 3), and the number rating it as critical for competent performance (a rating of 3).

For example, the second line of Table 3 contains the numbers 5/8, 2/5, and 0/5 in the columns labeled "Relevant," "Important," and "Critical." The first entry, 5/8, indicates that only eight of the nine committee members rated this task, and only five of them considered it relevant to the job of an entry-level

HSA. The second entry, 2/5, indicates that of the five members who considered the task relevant at entry level, only two considered it an important part of the job. The third entry, 0/5, indicates that none of these five considered the task critical for competent performance at entry level.

Table 1 summarizes the ratings for the tasks associated with "Overall Direction--Policy." Only three of the fourteen tasks were rated "not relevant" by more than one committee member, and all fourteen tasks were considered relevant by at least six of the nine committee members. Three of the tasks stand out in importance: "Prepare presentation materials and collect and organize supporting documentation," "Prepare administrative reports," and "Provide staff support to various board committees and task forces." All nine committee members rated these three tasks as important, and at least seven rated each one as critical. The tasks most often rated either unimportant or irrelevant at entry level were "Develop a long-range planning program for the organization" and "Advise the governing body on matters requiring policy formulation."

Table 2 summarizes the ratings of the tasks associated with "Overall Direction--Operations." All nineteen of the tasks were considered relevant by at least eight of the nine committee members. All of the tasks were rated as important by at least six committee members. Two of the tasks stand out in importance, receiving a rating of "critical" from eight of the nine committee members. These are "Schedule and participate in staff conferences" and "Assist health-care providers with administrative problems and responsibilities."

Table 1

Task Importance Ratings

Job Dimension: Overall Direction-Policy

Tasks	Committee members rating task as: Relevant (1,2 or 3)	Important (2 or 3)	Critical (3 only)
Advise the governing body on matters requiring policy formulation.	6/9	3/6	1/6
Periodically review and evaluate existing policy.	8/9	7/8	3/8
Analyze policy objectives and alternatives.	8/9	7/8	2/8
Prepare presentation materials and collect and organize supporting documentation.	9/9	9/9	7/9
Make written & oral presentations to board.	8/9	7/8	3/8
Prepare position papers.	9/9	8/9	5/9
Develop a long-range planning program for the organization.	6/9	1/6	0/6
Plan and determine health care quality standards.	8/9	5/8	0/8
Formulate health care policies.	7/9	6/7	0/7
Interpret and transmit policies, procedures, and regulations between governing board and operating staff.	9/9	7/9	5/9
Interpret and transmit policies, procedures, and regulations between the organization and external organizations.	8/9	6/8	2/8
Prepare administrative reports.	9/9	9/9	8/9
Where personal medical services are offered: act as liaison between medical staff and governing body.	8/8	5/8	1/8
Provide staff support to various board committees and task forces.	9/9	9/9	8/9

Table 2

Task Importance Ratings

Job Dimension: Overall Direction-Operations

Tasks	Relevant	Important	Critical
	Committee members rating task as:		
Inform and/or advise the governing body on equipment, facilities, programs, operating plans, or organizational design.	8/9	6/8	2/8
Plan and determine human resources requirements.	9/9	9/9	5/9
Plan and develop operational procedures and organizational structure for implementing programs and achieving objectives.	9/9	8/9	3/9
Coordinate and direct operations of the organization by meeting with department heads.	8/9	8/8	5/8
Establish procedures for preparing and submitting reports.	9/9	9/9	6/9
Determine organizational lines of authority and areas of responsibility.	8/9	6/8	4/8
Plan administrative office practices and procedures.	9/9	8/9	6/9
Enforce administrative policies and operating procedures.	9/9	8/9	4/9
Where personal health care services are offered, investigate patient/resident complaints.	8/9	8/8	5/8
Direct and coordinate safety and protective services.	9/9	8/9	1/9
Direct and coordinate patient services.	9/9	7/9	1/9
Direct and coordinate maintenance and repair activities.	9/9	7/9	2/9
Schedule and participate in staff conferences.	9/9	9/9	8/9
Direct and coordinate general administrative services.	9/9	9/9	5/9
Direct and coordinate procurement, control, and distribution of supplies, equipment and materials.	9/9	8/9	3/9
Develop specific procedures to control and evaluate operations.	9/9	8/9	4/9
Design and develop work systems.	9/9	7/9	4/9
Design and implement a quality assurance system.	9/9	7/9	4/9
Assist health-care providers with administrative problems and responsibilities.	9/9	9/9	8/9

Table 3 summarizes the ratings for the eighteen tasks associated with "Financial Management." Five of the tasks were rated "not relevant at entry level" by two or three of the nine committee members, and these were among the tasks least often rated "important" or "critical" by those members who did consider them relevant. One task stands out in importance: "Analyze expenditures." This task was the only one of these eighteen tasks rated as important by all nine committee members. In addition, it was rated as critical by eight of the nine committee members; no other task associated with financial management was rated as critical by more than five.

Table 4 summarizes the ratings for the tasks associated with "Human Resources Management." All eighteen tasks were considered relevant at entry level by at least six of the nine committee members; nine tasks were considered relevant by all nine committee members. Four tasks were rated as important by all nine committee members, but no task was rated as critical by more than six of the nine committee members. One task was rated as important by all nine members and as critical by six members: "Establish two-way communications both across and up and down the organization." One task seems to reveal some disagreement between committee members: "Appoint administrative personnel reporting to the HSA." Six committee members rated this task as critical, but two rated it as not important and one rated it as not relevant at entry level.

Table 5 summarizes the ratings of the tasks of the tasks associated with "Information Systems and Data Analysis." Eleven of the fifteen tasks were rated as relevant by at least eight of the nine committee members, and three more tasks were rated as relevant by six or seven of the nine. One task was rated as relevant by only three of the nine committee members: "Select and arrange for computer hardware and software." Four tasks were rated as important by all nine committee members, and one of these was rated as critical by seven of them: "Analyze statistical reports and/or computer outputs."

Table 3

Task Importance Ratings

Job Dimension: Financial Management

	Committee members rating task as:		
Tasks	**Relevant**	**Important**	**Critical**
Analyze expenditures.	9/9	9/9	8/9
Recommend rates and fees to the governing body.	5/8	2/5	0/5
Allocate financial resources to achieve organizational goals.	8/9	2/8	1/8
Review and revise budget requests and allocations.	9/9	7/9	5/9
Prepare annual operations budget.	8/9	6/8	4/8
Manage cash flow.	7/9	5/7	1/7
Direct and facilitate the solicitations of funds for special projects or programs (grants, contracts, etc.).	7/9	5/7	1/7
Prepare budget forecasts.	8/9	7/8	4/8
Prepare financial forecasts.	8/9	6/8	1/8
Prepare periodic reports to governing body and staff on current financial status.	8/9	8/8	2/8
Authorize purchase of supplies and equipment.	9/9	7/9	4/9
Monitor receipt of revenues and expenditures.	9/9	7/9	4/9
Arrange for and review annual financial audit.	8/9	5/8	2/8
Supervise the maintenance of accounting records of all financial transactions.	6/9	5/6	2/6
Analyze and interpret accounting statements.	9/9	8/9	5/9
Revise accounting systems where necessary.	6/9	3/6	2/6
Perform cost-benefit and cost-effectiveness analysis to evaluate performance.	8/9	7/8	3/8
Review and evaluate requests for capital expenditures.	9/9	7/9	5/9

Table 4

Task Importance Ratings

Job Dimension: Human Resources Management

Tasks	Committee members rating task as: Relevant	Important	Critical
Appoint administrative personnel reporting to the HSA.	8/9	6/8	6/8
Appoint department heads reporting to the HSA.	6/9	5/6	4/6
Approve promotions and transfers reporting to the HSA.	6/9	6/6	4/6
Evaluate managerial performance reporting to the HSA.	7/9	7/7	4/7
Design, develop and administer cash compensation plans.	9/9	7/9	1/9
Design, develop and administer benefits programs.	8/9	7/8	2/8
Formulate personnel policies (rules and regulations) on absenteeism, turnover, sick leave, affirmative action, equal opportunity, etc.	9/9	7/9	5/9
Identify training needs.	9/9	9/9	4/9
Establish and evaluate training programs.	9/9	9/9	3/9
Coordinate personnel programs.	9/9	8/9	4/9
Develop and implement personnel recruiting and selection methods.	9/9	9/9	2/9
Develop and implement mechanisms to handle employee complaints and grievances.	8/9	8/8	4/8
Establish two-way communications both across and up and down the organization.	9/9	9/9	6/9
Make contractual agreements for services where required.	7/9	6/7	2/7
Prepare house organ for communication.	9/9	8/9	1/9
Conduct personnel research.	8/9	7/9	1/9
Establish and periodically review a personnel evaluation system.	9/9	7/9	2/9
Establish retention incentives.	8/9	6/8	1/8

Table 5

Task Importance Ratings

Job Dimension: Information Systems and Data Analysis

Tasks	Committee members rating task as: Relevant	Important	Critical
Select and arrange for computer hardware and software.	3/9	2/3	0/3
Direct systems development and analysis.	6/9	4/6	0/4
Design methodology and carry out data collection from primary sources.	8/9	7/8	3/8
Assemble and process data on the health care needs of the service area.	8/9	8/8	4/8
Assemble and process data on status of existing health care delivery system and its use in health care area.	8/9	8/8	4/8
Analyze data and develop conclusions based on analysis.	9/9	9/9	5/9
Analyze statistical reports and/or computer outputs.	9/9	9/9	7/9
Organize and develop information systems to support the organization's operations.	7/9	6/7	4/7
Maintain and update inventories.	7/8	6/7	4/7
Set up programs for the exchange of data with other organizations.	8/9	7/8	4/8
Monitor data acquisition.	8/9	7/8	2/8
Develop methods of display.	8/9	7/9	2/9
Prepare and disseminate periodic and special reports.	9/9	9/9	6/9
Assemble and present comparison data for considering alternatives.	9/9	9/9	5/9
Educate the staff on the information system's capabilities and uses.	9/9	8/9	4/9

Table 6 summarizes the ratings of the tasks associated with "Public and Community Activities." All fourteen of the tasks were rated as relevant by at least seven committee members, and ten of them were rated as relevant by all nine members. Twelve of the fourteen tasks were rated as important by seven or more members. Five tasks were rated as important by all nine members, and two of these were rated as critical by six committee members: "Explain goals, costs and services to community," and "Participate in community organizations and activities."

Table 7 summarizes the ratings of the five tasks associated with "Health Industry Activities." All five tasks were rated as relevant by at least eight of the nine committee members. Two tasks were rated as important by all nine members and as critical by eight of the members: "Communicate health care needs to and learn health care needs from persons external to the organization by attending meetings and seminars, symposia, conventions, etc." and "Read and keep abreast of current issues in the industry."

Table 8 summarizes the ratings of the twelve tasks associated with "Legal Issues and Government Related Activities." Seven of the twelve tasks were rated as relevant by eight or nine members and two more were rated as relevant by six of the nine members. Of the three tasks rated as relevant by fewer than six members, none was rated as important by more than one member. Only one task was rated as important by all nine members: "Review and analyze proposed legislation." Committee members seem to have disagreed fairly often about the importance of tasks in this area; five of the tasks were rated as critical by three or four committee members but were also rated as not important or not relevant at entry level by two or three others.

Table 6

Task Importance Ratings

Job Dimension: Public and Community Activities

Tasks	Committee members rating task as: Relevant	Important	Critical
Represent the organization in its relationships to other local agencies.	8/9	7/8	4/8
Represent the organization on commissions, agencies, or at hearings.	8/9	7/8	3/8
Explain goals, costs and services to community.	9/9	9/9	6/9
Solicit volunteer services (recruit, train, organize volunteer workers).	9/9	7/9	2/9
Participate in community organizations and activities.	9/9	9/9	6/9
Develop cooperative relationships with other organizations.	9/9	8/9	6/9
Compile and transmit educational and informational news articles to the media.	9/9	8/9	3/9
Solicit contributions through personal contacts in the community.	7/9	3/7	1/7
Keep the public informed (carry out a planned course of action) of benefits derived from the organization.	9/9	7/9	4/9
Plan special events with/for the community (e.g., arrange for special exhibits, speakers, visitors, etc.).	9/9	9/9	4/9
Direct participation in community education for improvement of community health and welfare.	9/9	8/9	5/9
Conduct and/or participate in public meetings on community health concerns.	9/9	9/9	3/9
Solicit input from various segments of the population on its health care needs.	9/9	9/9	4/9
Obtain the governing body's participation in public and community activities.	7/9	5/7	2/7

Table 7

Task Importance Ratings

Job Dimension: Health Industry Activities

Tasks	Committee members rating task as: Relevant	Important	Critical
Communicate health care needs to and learn health care needs from persons external to the organization by attending meetings and seminars, symposia, conventions, etc.	9/9	9/9	8/9
Write articles for professional journals.	8/9	4/8	0/8
Read and keep abreast of current issues in the industry (e.g., management and business methods, technological changes, economic trends, political trends, expanding needs of community, etc.).	9/9	9/9	8/9
Develop cooperative relationships with professional organizations to maintain high professional standards.	8/9	7/8	3/8
Stimulate participation of governing board members and employees in health care association activities.	9/9	6/9	2/9

Table 8

Task Importance Ratings

Job Dimension: Legal Issues and Government Related Activities

	Committee members rating task as:		
Tasks	Relevant	Important	Critical
Develop policies and execute actions regarding legal changes affecting the organization.	8/9	7/8	3/8
Develop policies and execute actions regarding legal issues affecting patient rights and treatment.	6/9	6/8	3/8
Develop policies and execute actions regarding regulations, licensure, and accreditation requirements.	8/9	6/8	5/8
Negotiate financial agreements (insurance and facilities).	6/9	5/6	1/6
Negotiate reimbursement rates and care contracts with third party payers.	6/9	4/6	0/6
Negotiate labor union contracts.	4/9	1/4	0/4
Negotiate contracts for purchase and delivery of supplies and services.	8/9	7/8	4/8
Negotiate contracts for new construction.	3/9	0/3	0/3
Review and analyze proposed legislation.	9/9	9/9	4/9
Arrange for legal representation for the organization.	5/9	1/5	1/5
Prepare and deliver written and oral statements on pending regulations and legislation.	9/9	7/9	3/9
Develop and maintain a risk-management program (e.g. OSHA compliance, Worker's Compensation, malpractice, etc.).	9/9	8/9	4/9

Table 9 summarizes the ratings of the five tasks associated with "Educational Development." Three of the tasks were rated as relevant by all nine committee members, and all five tasks were rated as relevant by at least seven members. Two tasks were rated as important by eight of the nine committee members, though only two members considered them critical. One task, "Identify the competency requirements," was rated as critical by four committee members but was rated as not important by two others.

Table 10 summarizes the ratings of the tasks associated with "Program Review and Evaluation." Eleven of the twelve tasks were rated as relevant by all nine committee members, and the remaining task was rated as relevant by eight of the nine. No single task stands out above the others in importance. All twelve tasks were rated as important by at least eight of the nine committee members, and six of the twelve tasks were rated as critical by six or more committee members.

Nearly all of the 132 tasks were rated as relevant to the job of an entry-level HSA by most or all of the committee members. However, an analysis of individual committee members' ratings may reveal some interesting patterns. Were some individual members much more likely than others to rate tasks as not relevant? Were some individual members especially likely to rate the tasks associated with some particular job dimensions as not relevant? The analysis presented in Table 11 indicates that the answer to both of these questions is yes. The table shows the number of tasks in each job dimension rated as not relevant by each individual committee member. The total number of tasks rated as not relevant varies from five to twenty-three. Three of the members rated very few tasks as not relevant (5, 5, and 7), while two members rated much larger numbers of tasks as not relevant (21 and 23).

Table 9

Task Importance Ratings

Job Dimension: Educational Development

Tasks	Committee members rating task as: Relevant	Important	Critical
Identify the competency requirements.	9/9	7/9	4/9
Develop, direct and maintain an in-service training program.	9/9	8/9	2/9
Develop, direct and maintain an educational program for staff and management development.	8/9	6/8	2/8
Oversee clinical intern programs.	7/9	4/7	0/7
Establish and direct a program of employee development.	9/9	8/9	2/9

Table 10

Task Importance Ratings

Job Dimension: Program Review and Evaluation

	Committee members rating task as:		
Tasks	Relevant	Important	Critical
Conduct studies of financial performance.	9/9	8/9	6/9
Conduct studies of program effectiveness.	9/9	8/9	7/9
Coordinate and review programs to evaluate quality of services (quality assurance).	9/9	8/9	5/9
Prepare periodic evaluation reports to governing bodies of progress and activities of the organization.	9/9	9/9	4/9
Conduct periodic review and evaluation of existing procedures, programs, and work methods.	9/9	9/9	4/9
Develop standards and methods of measurement of activities (objectives, evaluation criteria, time tables).	8/9	8/8	3/8
Work with other agencies or institutions in the health care field to coordinate joint studies.	9/9	9/9	2/9
Keep records of completed studies or studies in progress.	9/9	8/9	6/9
Identify and secure necessary technical assistance to design and develop data collection instruments.	9/9	9/9	6/9
Analyze data and develop conclusions or recommendations based on analyses.	9/9	9/9	6/9
Write reports on studies for Board action.	9/9	9/9	6/9
Disseminate results of studies to appropriate groups.	9/9	8/9	5/9

Table 11 also shows that the distribution of "not relevant" ratings across the ten job dimensions cannot be accounted for by the general tendencies of the individual committee members to rate more or fewer tasks as not relevant. The ratings for the tasks in "Human Resources Management" are particularly revealing. One committee member rated only five of the 132 tasks as not relevant, and all five were in this area. Another member rated only seven of the 132 tasks as not relevant, and six of the seven were in this area. On the other hand, the committee member who rated 23 tasks as not relevant did not give that rating to any of the eighteen tasks in "Human Resources Management." Another area of controversy seems to be "Legal Issues and Government Related Activities". Four of the committee members rated five or six of the twelve tasks in this area as not relevant, while none of the other five members rated more than two of these tasks as not relevant.

Table 12 shows a similar analysis applied to the number of tasks rated as critical. Two of the committee members rated especially large numbers of tasks as critical (78 and 82), while one member rated very few tasks as critical (19). However, most of the committee members rated approximately 50 of the 132 tasks as critical. Again, these general tendencies do not account for the differences between committee members in the number of tasks rated critical in each job dimension. For example, two of the committee members seem to have placed a great deal of emphasis on "Public and Community Activities" and very little on "Financial Management." Most of the job dimensions seem to reflect some disagreement on the part of at least one or two committee members as to the number of tasks that are critical. The exceptions are "Health Industry Activities," and "Program Review and Evaluation." In these two areas, the differences between committee members roughly parallel their overall tendencies to rate more or fewer tasks as critical.

Table 11

Number of tasks in each job dimension rated as "not relevant at entry level" by each committee member.

	Committee member								
Job dimension and number of tasks:	A	B	C	D	E	F	G	H	I
Overall direction--policy (14)	3	0	5	1	0	2	0	0	2
Overall direction--operations (19)	0	0	0	0	1	1	0	0	2
Financial management (18)	2	3	4	3	0	2	0	2	4
Human resources management (18)	0	0	3	0	6	0	5	2	0
Information systems and data analysis (15)	1	3	2	6	0	0	0	2	4
Public and community activities (14)	1	1	1	1	0	0	0	0	3
Health industry activities (5)	0	0	0	2	0	0	0	0	0
Legal issues and government related activities (12)	5	2	6	1	0	0	0	5	6
Educational development (5)	0	1	0	0	0	0	0	1	1
Program review and evaluation (12)	0	0	0	0	0	0	0	0	1
Total--all dimensions (132)	12	10	21	14	7	5	5	12	23

Table 12

Number of tasks in each job dimension rated as "critical" by each committee member.

	Committee member								
Job dimension and number of tasks:	A	B	C	D	E	F	G	H	I
Overall direction--policy (14)	6	10	5	3	5	0	7	5	4
Overall direction--operations (19)	11	11	7	12	3	10	13	6	7
Financial management (18)	6	14	6	9	1	2	12	1	3
Human resources management (18)	5	15	5	8	1	7	7	2	5
Information systems and data analysis (15)	5	5	8	2	12	8	10	1	3
Public and community activities (14)	5	4	9	3	11	10	9	0	2
Health industry activities (5)	2	3	3	2	2	3	3	2	1
Legal issues and government related activities (12)	3	8	2	1	2	4	6	0	2
Educational development (5)	0	4	1	3	0	0	1	0	1
Program review and evaluation (12)	10	8	5	6	8	8	10	2	4
Total--all dimensions (132)	53	82	51	49	45	52	78	19	32

RESULTS—Qualifications

The purpose of the qualifications ratings was to answer the questions:

1. What are the knowledges, skills and abilities required of entry-level HSA's?
2. What level of expertise is required in those KSA's at entry-level?

A 9-point scale was used by the advisory committee to indicate on the qualifications rating form how much of any one knowledge or skill/ability is essential to competent entry-level job performance in each major job dimension. The scale ranged from 1 = no knowledge or skill/ability in the KSA to 9 = a renowned expert in the KSA. (See Appendix E for a full description of the scale.) In discussing the qualifications ratings, scale ratings of 1-3 are considered low level qualification requirements, ratings of 4-6 are considered moderate and ratings of 7-9 are considered high level qualifications requirements.

Table 13 shows the average scale rating obtained for each KSA by job dimension and shows a grand average across all dimensions and raters (the distribution of the committee members' scale ratings is presented in Appendix G). The job dimensions are taken to be subdivisions of the whole job and, when combined, all dimensions comprise the total job. Thus, this grand average is referred to as the job-as-a-whole. The ratings have been rounded to the nearest whole number. The knowledge areas are items 1-21 and the skills/ability areas are items 22-39. There were 390 ratings in all for each rater (39 KSA's x 10 job dimensions).

The qualifications ratings ranged from a low of 2, in four instances, to a high of 7 in 14 instances. The most frequently occuring ratings for competency levels were in the middle range of the 9-point scale (4, 5, and 6). This requirement of moderate degrees of expertise, less than expert but more than

Table 13

Average Qualifications Ratings** for each Job Dimension and the Job-as-a-Whole.

KSA's	JOB DIMENSION 1	2	3	4	5	6	7	8	9	10	Job as a whole (grand average)
Knowledges											
1. Issues in Health Services	4	4	3*	3+	3	5	5	5	4	4*	4
2. Health Service Organizations	5	4	4	4	4	5	5*	5	4	4	4
3. Health Planning Methodology	5	5	4*	3*	5	4	4	4	4	5	4
4. Public Health	4	4	3^{+}	3	3	4	4	4*	4	3	4
5. Health Economics	3*	$3^{\bullet}$	5	3+	3*	3*	3*	3	4*	4	3
6. Regional Plng.	3*	3*	3	3^{+}	3*	3	4	4	4	4	3
7. Org. Theory & Bus. Admin.	5	5	5	5*	4	$3^{\bullet}$	3*	4	4	4	4
8. Personnel Mgmt	5^{+}	4*	4	7*	3^{+}	3^{+}	3*	3*	4	3*	4
9. Finance of Health Services	5	4	6	4	5	4	4	4	4*	4*	4
10. Sociology	4^{+}	4	3^{+}	4	3^{+}	5	4	4	5	4*	4
11. Human Behavior	4	4*	4	6	$2^{\bullet}$	5	4	3*	5	4	4
12. Health Serv. Providers	5	4	4	5	3	5	5	5	4	4*	4
13. Info Systems	3	4*	5	4*	6*	3	3*	3	3*	5	4
14. Res. Design & Prog. Eval.	3	4*	4	3^{+}	5	3*	2^{+}	3	4	5	4

Table 13 (cont.)

Average Qualifications Ratings** for each Job Dimension and the Job-as-a-Whole.

KSA's	JOB DIMENSION 1	2	3	4	5	6	7	8	9	10	Job as a whole (grand average)
Knowledges (continued)											
15. Communications	6	5	4*	5	4	6	5	4*	6	5*	5
16. Group Dynamics	5	5	3	6^+	3*	5	5	4	5	4	5
17. Educ/Training Techniques	3^+	4*	2	5	2^+	5	3	3*	6	4	4
18. Legal Aspects of Health Services	4_+	4*	5^+	4	3*	3	4	6*	4	3	4
19. Grantsmanship & Grant Mgmt.	4^+	3^+	4	3^+	3^+	2^+	3^+	4	3*	3	3
20. Political Inst. & Processes	5	4	4	4	3	5	5	5	3	4*	4
21. Accreditation & Licensure	4	5	4*	4*	3*	4	4	4	3	4	4
Skills/Abilities											
22. Learning Ability	7*	7*	6	6	6*	6	6	6	6	6	6
23. Oral Comm.	6*	7^+	5	7^+	5	7*	6*	5	7*	5	6
24. Written Comm.	7^+	7^+	7	7*	5	7*	5	5	6	6	6
25. Reading Comp.	6	7*	5*	6	6	6	5^+	6*	6^+	6*	6
26. Leadership	5	6	5	6	4	5	5*	4	5	4	5
27. Stability	6	6*	6*	6*	6	6	5	5	6	5	6
28. Quality of Judgment	6	6	6	7^+	5*	6	6	6	5*	6	6
29. Planning & Org. Work	5^+	5*	6	6	6	5	4	4	6	6*	5

Table 13 (cont.)

Average Qualifications Ratings** for each Job Dimension and the Job-as-a-Whole.

KSA's	JOB DIMENSION										Job as a whole (grand average)
	1	2	3	4	5	6	7	8	9	10	
Skills/Abilities (continued)											
30. Interpersonal Skills	6	6*	5	6	4	6	5	5	6	5	6
31. Analysis and Synthesis	5	6	5	5	5	5	5	5	5	6*	5
32. Problem-solving Approach to Decision-making	6	6	6	5	5	4	5	6	5	6	5
33. Implementation of Plans and Decisions	5+	5	5	5	5	4	4	4	4	5	5
34. Supervision and Control	4	4	5	5*	3	3*	3*	3*	3*	3	4
35. Adaptive Ability	5	6*	5	5	5	5	5	5	6	5	5
36. Group Process Skills	5	5	4	5	3	6*	5	4*	6	4	5
37. Political Acumen	4*	4	4	3	3	5	5	6*	4	3	4
38. Community Org. & Educ.	4*	4	3+	3	3*	6*	4	4	5	3	4
39. Act Independently	5	6*	5	5	5	5	5	5	6	5	5

* = 6 of the 9 ratings in same third of the scale
+ = 7 of the 9 ratings in same third of the scale
● = 8 of the 9 - 9/9 ratings in same third of scale

**Scale Ratings of:

1-3 = a low level of expertise required;
4-6 = a moderate level of expertise required;
7-9 = a high level of expertise required.

novice, appears reasonable in light of the concept of the entry level health services administrator as defined for this study (i.e., a person who may be placed in a staff, line, or functional position [e.g., assistant to the director, assistant administrator, department head, etc.]). Though these persons are entry-level to their job, the job is not an entry-level position in the hierarchy of the organization, but rather a management level job substantially above the bottom rung of the organization's job ladder.

Using the grand average to describe the overall qualifications for the job-as-a-whole we see that the greatest expertise ("6") is required in Learning Ability, Oral Communication, Written Communication, Reading Comprehension, Stability, Quality of Judgment, and Interpersonal Skills. The qualifications areas that in general seem to require less expertise ("3") are Health Economics, Regional Planning, Grantsmanship & Grants Management. The higher demands for expertise are all in the skills/ability domain and the lower expertise demands are all in the knowledge domain. Approximately 90 percent of the job-as-a-whole qualifications ratings (36 of 39) are in the moderate competency level.

The knowledge requirements ratings are predominately 4's, the low end of moderate competency, while the skills/abilities ratings are predominately 5's and 6's, the middle and upper edge of moderate competency. The raters appear to see a need for a slightly higher level of skills/abilities at job entry than they do of learned bodies of knowledge. Perhaps it is felt that knowledge can be enhanced more readily on the job than can be skills/abilities.

Looking across the columns of Table 13 and comparing, for each KSA, its rating in each job dimension to its rating for the job-as-a-whole shows where the raters felt particular strength was required in a job dimension, or conversely, where the KSA requirements for a job dimension were less compared to the job-as-a-whole. Because of rounding to whole numbers many of the differences in ratings reported may in actuality, be quite small.

Examining the qualifications required for each job dimension in light of the job-as-a-whole we see that for:

Overall Directions-Policy--there is an emphasis on 9 knowledge areas (the dimension's rating is above the grand average). These areas are: Health Service Organizations, Health Planning, Methodology, Organizational Theory and Business Administration, Personnel Management, Finance of Health Services, Health Service Providers, Communications, and Political Institutions & Processes. There is a skills/abilities emphasis in 3 areas (dimension's rating is above grand average) Learning Ability, Written Communication and Problem Solving/ Decision-Making. There are two knowledge areas the rater's felt could be de-emphasized in this dimension (dimension's rating is lower than grand average). They are Information Systems/ Data Analyses, and Research Design and Program Evaluation All other competencies are rated the same as for the job as a whole;

Overall Direction-Operation--the knowledge areas of emphasis for this dimension are Health Planning Methodology, General Organization Theory & Principles of Administration/Management, and Accreditation & Licensure, the skills/abilities areas of emphasis are Learning Ability, Oral Communication, Written Communication, Reading Comprehension, Leadership, Analysis and Synthesis, Adaptive Ability, and Act Independently. In no competency area was there any indication of de-emphasis in the job dimension, operations is always at least as demanding of expertise in the KSA's as is the job-as-a-whole and frequently more so;

Financial Management--the knowledge area strengths required for financial management are Health Economics*, General Organization Theory & Principles of Administration/Management, Finance of Health Services*, Information Systems, Legal Aspects of Health Services, and Grantsmanship & Grants Management. The skills/abilities strengths are in the areas of Written Communication, Planning & Organizing Work, Problem-solving Approach to Decision-making, and Supervision & Control. The raters feel that compared to the job as a whole in financial management there was a lessened requirement for Awareness of Issues in Health Services, Public Health, Sociology, Communications, Group Dynamics*, Educational/Instructional/Training Techniques*, Oral Communication, Reading Comprehension, Interpersonal Skills, Group Process Skills, and Community Organization and Education;

Human Resources Management--the required knowledge and skills/ability strengths for this job dimension are General Organization Theory & Principles of Administration/Management, Personnel Management*, Human Behavior*, Health Service Providers, Group Dynamics, Educational/Instructional/Training Techniques, Oral Communication, Written Communication, Leadership, Quality of Judgment, Planning & Organizing Work, and Supervision & Control. There was less of a need for expertise in Awareness of Issues in Health Services, Health Planning Methodology, Public Health, Research Design and Program Evaluation, Political Acumen, and Community Organization and Education;

---

*These knowledge, skill/ability areas that are asterisked differed from the grand average by at least 2 scale points. Indicating a particularly strong emphasis or de-emphasis on the competency areas noted.

Information Systems and Data Analysis--The raters see a greater requirement for this job dimension than for the job-as-a-whole in the competency areas of Health Planning Methodology, Finance of Health Services, Information Systems, Research Design and Program Evaluation, and Planning & Organizing Work. More interestingly, however are the number of knowledge and skill/ability areas for which less of a need for expertise is seen. These areas center around interpersonal competencies. They are Awareness of Issues in Health Services, Public Health, Personnel Management, Sociology, Human Behavior*, Health Service Providers, Communications, Group Dynamics*, Educational/Instructional/Training Techniques*, Legal Aspects of Health Services, Political Institutions & Processes, Accreditation & Licensure, Oral Communication, Written Communication, Reading Comprehension, Leadership, Quality of Judgment, Interpersonal Skills*, Supervision & Control, Group Process Skills*, Political Acumen, and Community Organization and Education;

Public and Community Activities--requires increased knowledge of Awareness of Issues in Health Services, Universe of Health Services Organizations, Sociology, Human Behavior, Health Service Providers, Communications, Educational/Instructional/Training Techniques, and Political Institutions & Processes. It also requires greater skills/abilities in Oral Communication, Written Communication, Group Process Skills, Political Acumen, and Community Organization and Education*. There is a lessened requirement for knowledge in General

---

*These knowledge, skill/ability areas that are asterisked differed from the grand average by at least 2 scale points. Indicating a particularly strong emphasis or de-emphasis on the competency areas noted.

Organization Theory & Principles of Administration/Management, Personnel Management, Information Systems, Research Design and Program Evaluation, Legal Aspects of Health Services, and Grantsmanship & Grants Management and lessened skill/ability prerequisites in Problem-solving Approach to Decision-making, Implementation of Plans and Decisions, and Supervision & Control;

Health Industry Activities--the required strengths for the job dimension, as seen by the raters, in the knowledge areas are Awareness of Issues in Health Services, Universe of Health Services Organizations, Regional Planning, Health Service Providers, and Political Institutions & Processes. There is one skill/ability area emphasized, that is, Political Acumen. There is a decreased focus placed on the need for knowledge in General Organization Theory & Principles of Administration/Management, Personnel Management, Information Systems, Research Design and Program Evaluation*, Educational/Instructional/Training Techniques and for skills/abilities in Learning Ability, Written Communication, Reading Comprehension, Stability, Planning & Organizing Work, Interpersonal Skills, Implementation of Plans and Decisions, and Supervision & Control;

Legal Issues and Government Related Activities--the special competencies required for this job dimension are Awareness of Issues in Health Services, Universe of Health Services Organizations, Regional Planning, Health Service Providers, Legal Aspects of Health Services*, Grantsmanship & Grants Management, Political Institutions & Processes,

---

*These knowledge, skill/ability areas that are asterisked differed from the grand average by at least 2 scale points. Indicating a particularly strong emphasis or de-emphasis on the competency areas noted.

Problem-solving Approach to Decision-making, and Political Acumen. The knowledges and skills/abilities with lesser emphases for this job dimension are Personnel Management, Human Behavior, Information Systems, Research Design and Program Evaluation, Communications, Group Dynamics, Educational/Instructional/Training Techniques, Oral Communication, Written Communication, Leadership, Stability, Planning & Organizing Work, Interpersonal Skills, Implementation of Plans and Decisions and Group Process Skills;

Educational Development--when compared to the job-as-a-whole educational development appears to require greater knowledge of Health Economics, Regional Planning, Sociology, Human Behavior, Communications, and Educational/Instructional/Training Technique*, and greater skills/ability in Oral Communication, Adaptive Ability, Group Process Skills, Community Organization and Education, and Act Independently on the other hand when compared to the job-as-a-whole there appears to be somewhat less of a need for knowledge of Information Systems, Political Institutions & Processes, and Accreditation & Licensure and less skill/ability in Quality of Judgement, Planning & Organizing Work, Implementation of Plans and Decisions, and Supervision & Control;

Program Review and Evaluation--this important job dimension is viewed as requiring extra capabilities in the knowledge areas of Health Planning Methodology, Health Economics, Regional Planning, Information Systems, and Research Design and Program Evaluation

---

*These knowledge, skill/ability areas that are asterisked differed from the grand average by at least 2 scale points. Indicating a particularly strong emphasis or de-emphasis on the competency areas noted.

> and in the skills/abilities areas of Planning & Organizing Work, Analysis and Synthesis, and Problem-solving Approach to Decision-making. However, compared the job-as-a-whole, there is less of a demand for knowledge of Public Health, Personnel Management, Group Dynamics, and Legal Aspects of Health Services and less demand for skills/abilities in Oral Communication, Leadership, Stability, Interpersonal Skills, Supervision & Control, Group Process Skills, Political Acumen, and Community Organization and Education.

Based on the number of differences from the grand average within a dimension, the more prototypical job dimensions are Overall Direction--Policy, Overall Direction--Operations. The more unique, based on the ratings obtained, are Information Systems and Data Analysis, and Legal Issues and government related Activities.

To indicate the degree of consensus among raters (and therefore perhaps across settings as a starting point for identifying the common cone of qualifications) the frequency distributions data were examined to see where at least two-thirds (6/9) of the nine raters gave a KSA the same rating. For this analysis the trichotomized version of the scale was used (i.e., ratings of 1-3 = low, 4-6 = moderate, and 7-9 = high competency qualifications). Similarly those KSA's where either 7, or 8 or 9 of the raters gave the same rating to a KSA are indicated. They are shown in Table 13 by an "*" for 6 of the 9 raters giving the same rating, a "+" for 7, and "o" for 8 or 9 of the raters agreeing. One hundred and twenty-six of the 390 averages, nearly 1/3 of the averages showed considerable agreement (at least 6 ratings the same) among raters on the ratings.

Examining Table 13 (p. 42) dimension by dimension (column by column) we see that the degree of consensus among the raters on the competency required at entry-level varies from a low of 8 KSA's in Educational Development to a high of 18 KSA's in Overall Direction--Operations. The majority of the job dimensions have agreement on 10-11 (approximately 25%) of the KSA's. This points out those job dimensions and KSA's for which there is little disagreement among the raters and among health care settings on the degree of competency required for competent performance on entry and those where there is lack of agreement among the raters which could possibly be due to the diversity of the health services setting and their unique requirements. However, these results can only be verified through further refinement of the role.

RESULTS - Competency Statements

The purpose of developing the competency statements was to describe the level of expertise required in a knowledge, skill or ability subject area required for competent entry-level performance as a health services administrator based on the tasks of the job.

It is important in interpreting the results to remember, as stated before, that the entry-level health services administrator is not in an entry-level position in the hierarchy of the organization, but rather in a management level job substantially above the bottom rung of the organization ladder.

The average of the qualification ratings given to each KSA by the nine advisory committee members was used as a basis for developing the competency statements. The statements represent a translation of the numeric scale averages, presented in the previous section, to a semantic scale that describes the level of expertise that must be acquired in each of the knowledge, or skill/ability areas specified in the study. Table 14 which follows, presents the competency statements. In Table 14 each Knowledge or Skill/Ability area is defined. Following that definition, the table presents a description of the level of expertise required of an individual in the KSA for competent entry-level performance as a health services administrator. For each KSA, the table first presents the competency requirement for the job as a whole, this is followed by a description of the competency requirement for each of the separate job dimensions that make up the whole.

A listing of the general activities of each job dimension and its specified tasks is presented in the final task list in Appendix D-5.

Table 14

Translation of
Entry Level Qualifications
into Competency Statements as Related
to Major Job Dimensions and the Duties and
Responsibilities of those Dimensions

Knowledge area: Awareness of Issues in Health Services
Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).

(learned from education, experiences, and/or training)

Job Dimension	¶ Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with health services issues which may affect health services programs, functioning, and long-term planning in the field (e.g., government programs in the health field, current legislation, priorities in community health needs, etc.).
Financial Management Human Resources Management Information Systems & Data Analysis	An awareness of issues in health services that includes a recognition and recall of the appropriate terminology, facts, ideas, principles, and trends of issues in health services which may affect health services programs, functioning, and long-term planning (e.g. current legislation and government programs in the health field, priorities in community health needs, etc.)
Overall Direction-Policy Overall Direction-Operations Educational Development Program Review and Evaluation	An elementary understanding of and basic familiarity with of health services issues which may affect health services programs, functioning, and long-term planning in the field (e.g., government programs in the health field, current legislation, priorities in community health needs, etc.).
Public & Community Activities Health Industry Activities Legal Issues and Government Related Activities	A general understanding and basic working knowledge of health topics which may affect health programs, functioning and long-term planning. This includes comprehension, and application of the concepts and principles of current legislation, new government programs, and community health needs, etc. to the solution of a particular problem or to a particular situation at hand.

Table 14 (cont'd)

Knowledge area: Universe of Health Services Organizations
Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings,and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with the purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).
Overall Direction-Operations Financial Management Human Resources Management Information Systems and Data Analyses Educational Development Program Review and Evaluation	An elementary understanding of and basic familiarity with purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings,and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).
Overall Direction-Policy Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities	A general understanding and basic working knowledge of the purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.). This includes comprehension and application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Health Planning Methodology
Planning methods. concepts, and techniques which support health planning, development, delivery, and evaluation.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with planning methods, concepts and techniques which support health planning, development, delivery, and evaluation.
Human Resources Management	An awareness of health planning methodology that includes a recognition and recall of the appropriate terminology, facts, ideals, principles, and trends as related to health planning methodology. This includes planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.
Financial Management Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Educational Development	An elementary understanding of and basic familiarity with planning methods, concepts and techniques which support health planning, development, delivery, and evaluation.
Overall Direction-Policy Overall Direction-Operations Information Systems and Data Analysis Program Review and Evaluation	A general understanding and basic working knowledge of health planning methodology. This includes comprehension of the concepts and principles of planning methods, and the techniques which support health planning, development, delivery, and evaluation and the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Public Health
Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with the organization of health resources to maintain, protect, promote and remedy the health of the community.
Financial Management Human Resources Management Information Systems and Data Analysis Program Review and Evaluation	An awareness of public health that includes a recognition and recall of the appropriate terminology, facts, ideals, principles, and trends of public health (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology, etc.)
Overall Direction-Policy Overall Direction-Operations Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Educational Development	An elementary understanding of and basic familiarity with the organization of health resources to maintain, protect, promote and remedy the health of the community.

Table 14 (cont'd)

Knowledge area: Health Economics
Concepts of macro and micro economic principles as related to health services.

(learned from education, training or experience)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An awareness of health economics that includes a recognition and recall of the appropriate terminology, facts, ideas, principles, and trends of health economics as related to the delivery of health services.
Overall Direction-Policy Overall Direction-Operations Human Resources Management Information Systems and Data Analysis Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities	An awareness of health economics that includes a recognition and recall of the appropriate terminology, facts, ideas, principles, and trends of health economics as related to the delivery of health services.
Educational Development Program Review and Evaluation	An elementary understanding of and basic familiarity with the concepts of macro and micro economic principles as related to health services.
Financial Management	A general understanding and basic working knowledge of health economics. This includes comprehension of micro and macro economic principles as related to health services and the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Regional Planning
Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.

(learned from education, training or experience)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An awareness of regional planning that includes a recognition and recall of the appropriate terminology, facts, ideas, principles, trends and concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.
Overall Direction-Policy Overall Direction-Operations Financial Management Human Resources Management Information Systems and Data Analysis Public and Community Activities	An awareness of regional planning that includes a recognition and recall of the appropriate terminology, facts, ideas, principles, trends and concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.
Health Industry Activities Legal Issues and Government Related Activities Educational Development Program Review and Evaluation	An elementary understanding and basic familiarity with the concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development and principles as related to health services.

Table 14 (cont'd)

Knowledge area: General Organization Theory & Principles of Administration/Management
Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends.

(learned from education, training or experience)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with concepts related to the administration of organizations, decision-making, management techniques, organizational design, organizational development and trends.
Public and Community Activities Health Industry Activities	Awareness of general organization theory and principles of administrative management that includes a recognition and recall of the appropriate terminology, facts, ideas, principles, and trends related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS), organizational design, organizational development,and tends.
Information Systems and Data Analysis Legal Issues and Government Related Activities Educational Development Program Review and Evaluation	An elementary understanding and of basic familiarity with concepts related to the administration of organizations, decision-making, management techniques, organizational design, organizational development and trends.
Overall Direction-Policy Overall Direction-Operations Financial Management Human Resources Management	A general understanding and basic working knowledge of general organization theory and principles of administration/management. This includes comprehension of concepts related to the administration of organizations, decision-making, and management techniques: the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Personnel Management
Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.

(learned from education, training or experience)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with personnel management including human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.
Information Systems and Data Analysis Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Program Review and Evaluation	An awareness of personnel management that includes a recognition and recall of the appropriate terminology, facts, ideas, principles and trends of personnel management including human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.
Overall Direction-Operations Financial Management Educational Development	An elementary understanding of and basic familiarity with personnel management including human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.
Overall Direction-Policy	A general understanding and basic working knowledge of personnel management. This includes the comprehension of the concepts and principles of human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations: the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Personnel Management (continued)

Job Dimension	¶ Entry-Level Competency
Human Resources Management	A comprehensive and thorough knowledge of personnel management. This includes analysis, of relationships, implications and generalizations of the concepts of human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations in order to apply those concepts to new and existing situations and problems.

Table 14 (cont'd)

Knowledge area: Finance of Health Services
Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.

(learned from education, training or experience)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with the principles of health services finance and reimbursement systems including generation, management, and control of revenues and expenditures, and the impact of finance on service delivery.
Overall Direction-Operations Human Resources Management Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Educational Development Program Review and Evaluation	An elementary understanding of and basic familiarity with the principles of health services finance and reimbursement systems including generation, management, and control of revenues and expenditures, and the impact of finance on service delivery.
Overall Direction-Policy Information Systems and Data Analysis	A general understanding and basic working knowledge of the finance of health services. This includes the comprehension of the concepts and principles of health services finance and reimbursement systems including generation, management, and control of revenues and expenditures, and the impact of finance on service delivery: the application of what is known to the particular situation at hand or to the solution of a particular problem.
Financial Management	A strong working knowledge and understanding of the finance of health services. This includes some analysis and generalization of the concepts and principles of health services finance and reimbursement systems including generation, management, and control of revenues and expenditures, and the impact of finance on service delivery: the application of what is known to interrelated but changing situations and problems.

Table 14 (cont'd)

Knowledge area: Sociology
Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).

(learned from education, training or experience)

Job Dimension	¶ Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).
Financial Management Information Systems and Data Analysis	An awareness of sociology that includes a recognition and recall of the appropriate terminology, facts, ideas, principles, and trends related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).
Overall Direction-Policy Overall Direction-Operations Human Resources Management Health Industry Activities Legal Issues and Government Related Activities Program Review and Evaluation	An elementary understanding of and basic familiarity with concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).

Table 14 (cont'd)

Knowledge area: Sociology (continued)

(learned from education, training or experience)

Job Dimension	¶	Entry-Level Competency
Public and Community Activities Educational Development		A general understanding and basic working knowledge of sociology. This includes comprehension of concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact): the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Human Behavior
Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).

(learned from education, training or experience)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and a basic familiarity with concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).
Information Systems and Data Analysis	Hardly any knowledge of the concepts of human behavior.
Legal Issues and Government Related Activities	An awareness of human behavior that includes recognition and recall of the appropriate terminology, facts, ideas, principles, and trends related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).
Overall Direction-Policy Overall Direction-Operations Financial Management Health Industry Activities Program Review and Evaluation	An elementary understanding of and a basic familiarity with concepts related to individual behavior (e.g., motivation, individual differences counseling and guidance, etc.).
Public and Community Activities Educational Development	A general understanding and basic working knowledge of human behavior. This includes comprehension of the concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.): the application of what is known to the particular situation at hand or to the solution of a particular problem.
Human Resources Management	A strong working knowledge and understanding of human behavior. This includes some analyses generalization of the concepts and principles related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.) and the application of them to inter-related but changing situations and problems.

Knowledge area: Health Services Providers

Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.

(learned from education, training or experience)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with the concepts, terminology and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.
Information Systems and Data Analysis	An awareness of the roles of the individual health services providers. This includes a recognition and recall of the concepts, terminology, technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.
Overall Direction-Operations Financial Management Educational Development Program Review and Evaluation	An elementary understanding of and basic familiarity with the concepts, terminology and technology the individual roles of health services provided (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.
Overall Direction-Policy Human Resources Management Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities	A general understanding and basic knowledge of the roles of the individual health services providers. This includes comprehension of the concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices: the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Information Systems

Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).

(learned from education, training or experience)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions.
Overall Direction-Policy Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Educational Development	An awareness of Information Systems that includes a recognition and recall of the appropriate terminology, facts, ideals, principles, trends of data collection, analysis and management of analysis and management of systems for systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions.
Overall Direction-Operations Human Resources Management	An elementary understanding of basic familiarity with data collection analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions.

Table 14 (cont'd)

Knowledge area: Information Systems (continued)

Job Dimension	¶ Entry-Level Competency
Financial Management Program Review and Evaluation	A general understanding and basic working knowledge of data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.). This includes comprehension of the concepts and principles of information systems and the application of what is known to a particular situation or to the solution of a particular problem.
Information Systems and Data Analyses	A strong working knowledge and understanding of information systems. This includes some analysis and generalization of the concepts and principles of data collection, analysis and the management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions: the application of what is known to interrelated but changing situations and problems.

Table 14 (cont'd)

Knowledge area: Research Design and Program Evaluation
Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results).

(learned from education, experience, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and familiarity with concepts of research design and applications including program evaluation.
Health Industry Activities	Hardly any knowledge of the ideas and concepts of research design and program evaluation.
Overall Direction-Policy Human Resources Management Public and Community Activities Legal Issues and Government Related Activities	An awareness of research design and program evaluation that includes a recognition and recall of the appropriate terminology, facts, ideas, principles and trends of methods of observation, and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.
Overall Direction-Operations Financial Management Educational Development	An elementary understanding of and familiarity with concepts of research design and applications including program evaluation.
Information Systems and Data Analyses Program Review and Evaluation	A general understanding and basic working knowledge of the concepts of research design and applications including program evaluation. This includes the comprehension of the concepts and principles of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results) and the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Communications
Principles and techniques of effective exchange of information with general and specific groups for various purposes (e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.

(learned from education, experience, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	A general understanding and basic working knowledge of communications. This includes the comprehension of the concepts, principles, and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting, audio-visual techniques, public speaking, and listening techniques and the application of what is known to the particular situation at hand or the solution of a particular problem.
Financial Management Information Systems and Data Analyses Legal Issues and Government Related Activities	An elementary understanding of and familiarity with the principles and techniques of effective exchange of information with general and specific groups for various purposes(e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques).
Overall Direction-Operations Human Resources Management Health Industry Activities Program Review and Evaluation	A general understanding and basic working knowledge of the communications. This includes the comprehension and application of the concepts, principles, and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems graphic and tabular, charting, audio-visual techniques, public speaking, and listening techniques: the application of what is known to the particular situation at hand or the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Communications (continued)

Job Dimension	Entry-Level Competency
Overall Direction-Policy Public and Community Activities Educational Development	A strong working knowledge and understanding of communications. This includes some analysis, generalization of the concepts, principles, and techniques of effective exchange of information with general and specific groups for various purposes e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques: the application of what is known to interrelated but changing situations.

Table 14 (cont'd)

Knowledge area: Group Dynamics
Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	A general understanding and basic working knowledge of group dynamics. This includes the comprehension of the processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues: the application of what is known to the particular situation at hand or to the solution of a particular problem.
Financial Management Information Systems and Data Analyses	An awareness of group dynamics that includes recognition and recall of the appropriate terminology, facts, ideas, and techniques of the processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.
Legal Issues and Government Related Activities Program Review and Evaluation	An elementary understanding of and basic familiarity with the processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.

Table 14 (cont'd)

Knowledge area: Group Dynamics (continued)

Job Dimension	Entry-Level Competency
Overall Direction-Policy Overall Direction-Operations Public and Community Activities Health Industry Activities Educational Development	A general understanding and basic working knowledge of group dynamics. This includes the comprehension of the processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues: the application of what is known to the particular situation at hand or to the solution of a particular problem.
Human Resources Management	A strong working knowledge and understanding of group dynamics. This includes some analysis, generalization of the processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues: the application of what is known to interrelated but changing situations and problems.

Table 14 (cont'd)

Knowledge area: Educational/Instructional/Training Techniques
Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and familiarity with educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).
Financial Management Information systems and Data Analyses	Hardly any knowledge of educational ideas, concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).
Overall Direction-Policy Health Industry Activities Legal Issues and Government Related Activities	An awareness of educational/training/instructional techniques that includes a recognition and recall of the appropriate terminology and principles of educational methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).
Overall Direction-Operations Program Review and Evaluation	An elementary understanding of and familiarity with educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).
Human Resources Management Public and Community Activities	A general understanding and basic working knowledge of educational/instructional/training techniques. This includes the comprehension of educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing) and the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Educational/Instructional/Training Techniques (continued)

Job Dimension	Entry-Level Competency
Educational Development	A strong working knowledge and understanding of educational/instructional/training techniques. This includes some analysis and generalization of educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing): the application of what is known to interrelated but changing situations and problems.

Table 14 (cont'd)

Knowledge area: Legal Aspects of Health Services

The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).

(learned from education, experiences, and/or training)

Job Dimension ¶	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and basic familiarity with the duties, rights, obligations, and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).
Information Systems and Data Analyses Public and Community Activities Program Review and Evaluation	An awareness of the legal aspects of health services that includes recognition and recall of the appropriate terminology, facts, and trends related to the duties, rights, obligations, and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).
Overall Direction-Policy Overall Direction-Operations Human Resources Management Health Industry Activities Educational Development	An elementary understanding of and basic familiarity with the duties, rights, obligations, and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).
Financial Management	A general understanding and basic working knowledge of the legal aspects of health services. This includes the comprehension of the concepts and facts related to the duties, rights and obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.): the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Legal Aspects of Health Services (continued)

Job Dimension	Entry-Level Competency
Legal Issues and Government Related Activities	A strong working knowledge and understanding of the legal aspects of health services. This includes some analysis, and generalization of the concepts and facts related to the duties, rights obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.): the application of what is known to interrelated but changing situations and problems.

Table 14 (cont'd)

Knowledge area: Grantsmanship & Grants Management
The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review: evaluation; work flow analysis; resource allocation; and monitoring.

(learned from education, experience, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An awareness of grantsmanship and grants management that includes a recognition and recall of the appropriate terminology, ideas, principles, and trends of the basics of preparing, negotiating, and monitoring proposals and grants: project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.
Public and Community Activities	Hardly any knowledge of the ideas and concepts of the basics of preparing, negotiating, and monitoring proposals and grants: project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.
Overall Direction-Operations Human Resources Management Information Systems and Data Analyses Health Industry Activities Educational Development Program Review and Evaluation	An awareness of grantsmanship and grants management that includes a recognition and recall of the appropriate terminology, ideas, principles, and trends of the basics of preparing, negotiating, and monitoring proposals and grants: project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.
Overall Direction-Policy Financial Management Legal Issues and Government Related Activities	An elementary understanding of and familiarity with the basics of preparing, negotiating, and monitoring proposals and grants: project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.

Table 14 (cont'd)

Knowledge area: Political Institutions & Processes
Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and familiarity with federal, state and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.
Information Systems and Data Analyses Educational Development	An awareness of political institutions and processes that includes a recognition and recall of the appropriate terminology, facts, and trends in federal, state and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.
Overall Direction-Operations Financial Management Human Resources Management Program Review and Evaluation	An elementary understanding of and familiarity with federal, state and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.

Table 14 (cont'd)

Knowledge area: Political Institutions & Processes (continued)

Job Dimension	Entry-Level Competency
Overall Direction-Policy Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities	A general understanding and basic working knowledge of political institutions and processes. This includes comprehension of the concepts and trends of federal, state and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process: the application of what is known to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Knowledge area: Accreditation & Licensure
The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	An elementary understanding of and familiarity with the procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.
Information Systems and Data Analyses Educational Development	Awareness of the procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions. This includes a recognition and recall of the appropriate terminology, facts, principles, and trends in accreditation and licensure in the delivery of health services.
Overall Direction-Policy Financial Management Human Resources Management Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Program Review and Evaluation	An elementary understanding of and familiarity with the procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.
Overall Direction-Operations	A general understanding and basic working knowledge of the procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions. This includes comprehension and application of the concepts and principles of licensure and accreditation in the delivery of health services to the particular situation at hand or to the solution of a particular problem.

Table 14 (cont'd)

Translation of Entry Level Qualifications into Competency Statements as Related to Major Job Dimensions and the Duties and Responsibilities of those Dimensions

Skills and Ability Area: Learning Ability

Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Considerable learning ability. This includes an obvious strength in grasping new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).
Financial Management Human Resources Management Information Systems and Data Analysis Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Educational Development Program Review and Evaluation	Considerable learning ability. This includes an obvious strength in grasping new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).
Overall Direction-Policy Overall Direction-Operations	Full competency to acquire new knowledge and/or skills/abilities. This includes accomplishment in grasping new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).

Table 14 (cont'd)

Skills and Ability Area: Oral Communication
Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience (large or small) and purpose.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Considerable ability to communicate orally. This includes obvious strength in speaking clearly, concisely, accurately and persuasively with appropriate vocabulary and usage for the audience (large or small) and purpose.
Financial Management Information Systems and Data Analysis Legal Issues and Government Related Activities Program Review and Evaluation	Some noticeable ability to communicate orally. This includes speaking clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience (large or small) and purpose.
Overall Direction-Policy Health Industry Activities	Considerable ability to communicate orally. This includes obvious strength in speaking clearly, concisely, accurately and persuasively with appropriate vocabulary and usage for the audience (large or small) and purpose.
Overall Direction-Operations Human Resources Management Public and Community Activities Educational Development	Full competence to communicate orally. This includes accomplishment in speaking clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience (large or small) and purpose.

Table 14 (cont'd)

Skills and Ability Area: Written Communication
Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Considerable ability to communicate in writing. This includes obvious strength in writing clearly and concisely, in adapting vocabulary, style, and usage to purpose, and in making technical subject matter understandable to non-technical audiences.
Information Systems and Data Analysis Health Industry Activities Legal Issues and Government Related Activities	Some noticeable ability to communicate in writing. This includes writing clearly and concisely, in adapting vocabulary, style, usage to purpose, and in making technical subject matter understandable to non-technical audiences.
Educational Development Program Review and Evaluation	Considerable ability to communicate in writing. This includes obvious strength in writing clearly and concisely, in adapting vocabulary, style, usage to purpose, and in making technical subject matter understandable to non-technical audiences.
Overall Direction-Policy Overall Direction-Operations Financial Management Human Resources Management Public and Community Activities	Full competence to communicate in writing. This includes accomplishment in writing clearly and concisely, in adapting vocabulary, style, usage to purpose, and in making technical subject matter understandable to non-technical audiences.

Table 14 (cont'd)

Skills and Ability Area: Reading Comprehension
Ability to read and interpret written material which ranges from the news to legal to technical.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Considerable ability to comprehend written material. This includes an obvious strength in reading and interpreting written material which ranges from the news to legal to technical.
Financial Management Health Industry Activities	Some noticeable ability to comprehend written material. This includes reading and interpreting written material which ranges from the news to legal to technical.
Overall Direction-Policy Human Resources Management Information Systems and Data Analysis Public and Community Activities Legal Issues and Government Related Activities Educational Development Program Review and Evaluation	Considerable ability to comprehend written material. This includes an obvious strength in reading and interpreting written material which ranges from the news to legal to technical.
Overall Direction-Operations	Full competence to comprehend written material. This includes accomplishment in reading and interpreting written material which ranges from the news to legal to technical.

Table 14 (cont'd)

Skills and Ability Area: Leadership
Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Some noticeable ability to provide leadership. This includes the ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.
Information Systems and Data Analysis Legal Issues and Government Related Activities Program Review and Evaluation	Some demonstrable ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.
Overall Direction-Policy Financial Management Public and Community Activities Health Industry Activities Educational Development	Some noticeable ability to provide leadership. This includes the ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.
Overall Direction-Operations Human Resources Management	Considerable leadership ability. This includes obvious strength in influencing others using a variety of approaches appropriate for the situation in order to accomplish an objective.

Table 14 (cont'd)

Skills and Ability Area: Stability
Ability to work under pressure and respond rationally under stressful conditions.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Considerable ability to work under pressure. This includes obvious strength in responding rationally under stressful conditions.
Health Industry Activities Legal Issues and Government Related Activities Program Review and Evaluation	Some noticeable ability to work under pressure. This includes responding rationally under stressful conditions.
Overall Direction-Policy Overall Direction-Operations Financial Management Information Systems and Data Analysis Public and Community Activities Educational Development Human Resources Management	Considerable ability to work under pressure. This includes obvious strength in responding rationally under stressful conditions.

Table 14 (cont'd)

Skills and Ability Area: Quality of Judgment
Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	A considerable display of appropriate judgment. This includes obvious strength in being practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.
Information Systems and Analysis Educational Development	A noticeable display of appropriate judgment. This includes the ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.
Overall Direction-Policy Overall Direction-Operations Financial Management Public and Community Activities Health Industry Activities Legal Issues and Governement Related Activities Program Review and Evaluation	A considerable display of appropriate judgment. The obvious strength in being practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.
Human Resources Management	Full competence to be practical and objective in the analysis of problems and even-handed in dealing with situations and people: a freedom from or recognition of biases: ability to sort out priorities and issues.

Table 14 (cont'd)

Skills and Ability Area: Planning & Organizing Work
Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Some noticeable ability to plan and organize work. This includes the ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.
Health Industry Activities Legal Issues and Government Related Activities	Some demonstrable ability to plan and organize work. This includes the ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.
Overall Direction-Policy Overall Direction-Operations Public and Community Activities	Some noticeable ability to plan and organize work. This includes the ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.
Financial Management Human Resources Management Information Systems and Data Analysis Educational Development Program Review and Evaluation	Considerable ability to plan and organize work. This includes obvious strength in planning and organizing tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.

Table 14 (cont'd)

Skills and Ability Area: Interpersonal Skills
Ability to work effectively with other people; understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Considerable ability to work effectively with other people, understanding and adapting to differences in personality and ability. This includes obvious strength in meeting people readily, interacting effectively, being tactful and patient, and using discretion.
Information Systems and Data Analysis	Some demonstrable ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively; to show tact, patience, discretion.
Financial Management Health Industry Activities Legal Issues and Government Related Activities Program Review and Evaluation	Some noticeable ability to work effectively with other people understanding and adapting to differences in personality and ability. This includes meeting people readily and interacting effectively, being tactful and patient, and using discretion.
Overall Direction-Policy Overall Direction-Operations Human Resources Management Public and Community Activities Educational Development	Considerable ability to work effectively with other people, understanding and adapting to differences in personality and ability. This includes obvious strength in meeting people readily, interacting effectively, being tactful and patient, and using discretion.

Table 14 (cont'd)

Skills and Ability Area: Analysis and Synthesis
Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Some noticeable ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.
Overall Direction-Policy Financial Management Human Resources Management Information Systems and Data Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Educational Development	Some noticeable ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.
Overall Direction-Operations Program Review and Evaluation	An obvious strength in the ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.

Table 14 (cont'd)

Skills and Ability Area: Problem-Solving Approach to Decision Making
Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Some noticeable ability to use a problem-solving approach to decision-making. This includes an ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.
Public and Community Activities	Some demonstrable ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.
Human Resources Management Information Systems and Data Analysis Health Industry Activities Educational Development	Some noticeable ability to use a problem-solving approach to decision-making. This includes an ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.
Overall Direction-Policy Overall Direction-Operations Financial Management Legal Issues and Government Related Activities Program Review and Evaluation	Considerable ability to use a problem-solving approach to decision-making. This includes obvious strength in the ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.

Table 14 (cont'd)

Skills and Ability Area: Implementation of Plans and Decisions
Ability to convert plans and decisions into action or implementation.

(learned from education, experiences, and/or training)

Job Dimension	¶ Entry-Level Competency
Job-as-a-whole	Some noticeable ability to implement plans and decisions. This includes the ability to convert plans and decisions into action or implementation.
Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Educational Development	Some demonstrable ability to convert plans and decisions into action or implementation.
Overall Direction-Policy Overall Direction-Operations Financial Management Human Resources Management Information Systems and Data Analysis Program Review and Evaluation	Some noticeable ability to implement plans and decisions. This includes the ability to convert plans and decisions into action or implementation.

Table 14 (cont'd)

Skills and Ability Area: Supervision & Control
Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Some demonstrable ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.
Information Systems and Data Analysis Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Educational Development Program Review and Evaluation	A limited ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.
Overall Direction-Policy Overall Direction-Operations	Some demonstrable ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.
Financial Management Human Resources Management	Some noticeable ability in supervision and control. This includes overseeng and directing the financial, physical, and human resouces of the organization and monitoring the plans and programs to meet goals and objectives.

Table 14 (cont'd)

Skills and Ability Area: Adaptive Ability
Ability to adjust readily to change: receptivity to new ideas, group decisions, different cultures, and innovative approaches.

(learned from education, experiences, and/or training)

Job Dimension	¶ Entry-Level Competency
Job-as-a-whole	Some noticeable ability to adapt to change. This includes an ability to adjust readily to change, receptivity to new ideas, group decisions, different cultures, and innovative approaches.
Overall Direction-Policy Financial Management Human Resources Management Information Systems and Data Analysis Public and Community Activities Health Industry Activities Legal Issues and Government Related Activities Program Review and Evaluation	Some noticeable ability to adapt to change. This includes an ability to adjust readily to change, receptivity to new ideas, group decisions, different cultures, and innovative approaches.
Overall Direction-Operations Educational Development	Considerable ability to adapt to change. This includes obvious ability to adjust readily to change, receptivity to new ideas, group decisions, different cultures, and innovative approaches.

Table 14 (cont'd)

Skills and Ability Area: Group Process Skills
Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Some noticeable ability with group process skills. This includes the ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.
Information Systems and Data Analysis	A limited ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.
Financial Management Legal Issues and Government Related Activities Program Review and Evaluation	Some demonstrable ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.
Overall Direction-Policy Overall Direction-Operations Human Resources Management Health Industry Activities	Some noticeable ability with group process skills. This includes the ability to work with and within groups effectively suiting role to needs of the group in an active process of testing and adapting.
Public and Community Activities Educational Development	Considerable ability with group process skills. This includes obvious strength in the ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.

Table 14 (cont'd)

Skills and Ability Area: Political Acumen
Ability to understand and work through the political process.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Some demonstrable ability to understand and work through the political process.
Human Resources Management Information Systems and Data Analysis Program Review and Evaluation	A limited ability to understand and work through the political process.
Overall Direction-Policy Overall Direction-Operations Financial Management Educational Development	Some demonstrable ability to understand and work through the political process.
Public and Community Activities Health Industry Activities	Some noticeable political acumen. This includes the ability to understand and work through the political process.
Legal Issues and Government Related Activities	Considerable political acumen. This includes obvious strength in the ability to understand and work through the political process.

Table 14 (cont'd)

Skills and Ability Area: Community Organization and Education
Ability to influence community elements in support of planning and implementation of programs.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Some demonstrable ability to influence community elements in support of planning and implementation of programs.
Financial Management Human Resources Management Information Systems Data Analysis Program Review and Evaluation	A limited ability to influence community elements in support of planning and implementation of programs.
Overall Direction-Policy Overall Direction-Operations Health Industry Activities Legal Issues and Government Related Activites	Some demonstrable ability to influence community elements in support of planning and implementation of programs.
Educational Development	Some noticeable ability at community organization and education. This includes the ability to influence community elements in support of planning and implementation of programs.
Public and Community Activities	Considerable ability in community organization and education. This includes obvious strength in the ability to influence community elements in support of planning and implementation of programs.

Table 14 (cont'd)

Skills and Ability Area: Act Independently
The ability and willingness to take actions and reasonable risks to innovate on the job.

(learned from education, experiences, and/or training)

Job Dimension	Entry-Level Competency
Job-as-a-whole	Some noticeable ability to act independently. This includes the ability and willingness to take actions and reasonable risks to innovate on the job.
Overall Direction-Policy Financial Management Human Resources Management Information Systems and Data Analyses Public and Community Activities Health Industry Activities Legal Issues and Government Related Activites Program Review and Evaluation	Some noticeable ability to act independently. This includes the ability and willingness to take actions and reasonable risks to innovate on the job.
Overall Direction-Operations Educational Development	Considerable ability to act independently. This includes obvious strength in the ability and willingness to take actions and reasonable risks to innovate on the job.

SUMMARY AND CONCLUSIONS

In summary, a comprehensive list of the competencies required for competent entry-level performance as a health services administrator has been developed. These competencies are presented in terms of the level of expertise needed in 39 knowledge, skill/ability areas. Each competency level is linked to the tasks of the job-as-a-whole and each of the ten major functional subdivisions of the job of health services administrator. These competencies are based on an averaging of the judgments of nine experts in the health services administration field.

We see, to the extent possible from the small number of raters in the study, that there is some agreement among the subject matter experts on what the important tasks of the job are and the qualifications required to perform them at entry-level that is independent of the health service setting. At the same time, we see that there are just as many, if not more, differences in the experts' perceptions of the job. Again, this is in terms of the importance of the job tasks identified and the worker qualifications required for competent performance. These differences may be a function of the differences in requirements and job tasks among health services settings. They may also be a function of each expert's age, educational background, geographical area of practice, years and types of experience, etc. Further study will be required to verify the results and identify the sources of variation in the experts' perceptions of the job.

More importantly, there does appear to be little or no disagreement among the raters with the fact that within the set of job dimensions, their attendent job tasks and required KSA's identified in this study, the role of the health services administrator has been described carefully and systematically and in a way that encompasses a variety of health service settings. The data collected and reported in this study have identified an extensive set of job tasks and worker qualifications required of entry-level health services administrators. Further, based on the ratings obtained, there is some indication of where the commonalities may be among service settings in terms of job tasks and worker qualifications and conversely where the differences among service settings may be most likely to occur.

RECOMMENDATIONS

The results and products of this report represent the initial step towards a definitive statement of the competencies required of entry-level health services administrators. Questions arose before the study and they still remain as to the applicability to all health services settings of a single task and/or qualifications list.

To be sure, the study suggests that there is much in the entry-level health services administrator's role that is generalizable and therefore applicable across settings but there is much that is not. It is hoped that the task and qualifications list developed in this study are inclusive of the general and specific requirements. It is further hoped that the products of this study will be used in further research to verify their accuracy and inclusiveness and consequently their utility to the field of health services administration. The logical next step is a research study with a large sample of administrators from all segments of the health services arena to verify the results of the study. Information on task importance and level of expertise required for competent performance of important tasks can be collected and analyzed for differences that exist due to experiential background, years of prior related experience, formal education, management level, service setting, geographic location, job dimensions, etc.

Using differential analysis of the data, questions about what tasks are universally important and what levels of expertise are universally required can be answered by the people in the field who are the best qualified to answer. Similarly, the question of what tasks and qualifications are idiosyncratic to some identifiable variable such as characteristics of service setting, job dimension, management level, etc. can also be answered.

Once the role delineation has been verified and definitive job information is obtained, it would be available to planners and educators for the development of educational resource documents that could be used to evaluate current curricula and teaching strategies. Data-based decisions can be made, using the study results, on the knowledges, skills and abilities essential to practitioner competence at entry-level in any specific or all service settings and the curricula and teaching strategies that can best assure the development of the essential competencies. Comparing the educational ideal to the actual could lead to modifications of current educational techniques and objectives or totally new, innovative educational techniques, changed objectives and/or revised curricula that would be even more effective than present methods of developing essential competencies.

Further, knowing precisely what the essential competencies are, in the field in general and in specific job dimensions or settings could lead to the development of a full range of continuing education opportunities, including self-assessment instruments for practitioners. Self-administered and self scored evaluation instruments could be developed for checking practitioner competence in each of the essential competencies identified. Guided by the results of their own self-assessment, practitioners could develop their own educational objectives tailored to their own specific need.

Ultimately, the specification of essential competencies could be used to develop self-administered study packages for areas identified, through self-assessment, as weaknesses.

It is conceivable that all of the above recommendations may be acted upon in the future. If so, this study has provided the first step in carefully designed, logical process that can lead to improved competence and greater professional identification for the entire field of health services administration. The role, in terms of what must be done and what must be known is emerging from carefully planned, systematic data gathering procedures that should continue.

APPENDICES

TABLE OF CONTENTS

Page

Appendix A: Solicitation of Nominees for the Advisory Committee 2

Appendix B: Pre-Meeting — Advisory Committee's Review of Draft Task List 5

Appendix C: Pre-Meeting -- Advisory Committee's Review of Draft Qualifications List 34

Appendix D: 1. Operational Schema 45

2. Group Process Method 46

3. Meeting Agenda 50

4. Glossary 51

5. Final Task Rating Form 52

Appendix E: Definition of Scale Points for Qualifications List 75

Appendix F: Final Qualifications Rating Form 78

Appendix G: Distribution of Qualifications Ratings by Job Dimension 182

Appendix H: Reference List 213

APPENDIX A

SOLICITATION OF NOMINEES FOR THE ADVISORY COMMITTEE

SOLICITATION OF NOMINEES FOR THE ADVISORY COMMITTEE

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

CENTER FOR OCCUPATIONAL
AND PROFESSIONAL ASSESSMENT

December 21, 1979

We have attempted on several occasions to set up a meeting of individuals from the associations concerned about the entry-level health service administrator role delineation study supported by HRA. The purpose of such a meeting was to discuss the issues involved in our proposed approach to this effort and to permit a healthy exchange of thoughts and concerns that have been previously expressed by several individuals. We would like to listen to your thoughts with the intent of improving our efforts in a role delineation effort. Tom Samph, the new director of health programs, has talked to Gary Filerman and Bob Burmeister and has indicated their interest and willingness to get together sometime in the near future. We hope that such a meeting would be enlightening to all interested individuals. I will be calling you to establish a time and place convenient to all involved.

Independent of such a meeting to get an open airing of issues, we would like to initiate our efforts to identify individuals to help us with our role delineation project. We are not seeking the endorsement of any association but merely your professional cooperation and assistance in identifying individuals from your constituency who you consider to have a thorough understanding of the roles and activities of entry-level health service administrators. We could identify individuals with experience in this area, but we respect your judgement and would appreciate your cooperation. Could you please provide me with the names and addresses of individuals we might contact who have what you would consider to be the appropriate experiences to assist in an advisory capacity with a role delineation effort. Please send them to me care of the above address. We will contact those individuals informing them of our process and assuring them that this effort is an individual contribution and is not endorsed by your association.

Furthermore, we would appreciate any assistance you could provide us in identifying available resource materials. This would include any role delineation studies or related research projects your association has been involved in over the past several years.

Again, we would greatly appreciate your cooperation and look forward to meeting you. I will be in touch with you shortly to arrange for a meeting.

Sincerely,

Joanne Timmins

Joanne Timmins

JT:sr

APPENDIX B

PRE-MEETING--ADVISORY COMMITTEE'S REVIEW OF DRAFT TASK LIST

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

CENTER FOR OCCUPATIONAL
AND PROFESSIONAL ASSESSMENT

February 29, 1980

Thank you for agreeing to participate in our study of health care administration. We have received confirmation from HRA for the meeting which will be held March 16-17-18 at the Hilton Hotel of Philadelphia on the University of Pennsylvania campus. There will be a room reserved in your name. We will have our first session Sunday evening from 6:00-10:00 p.m. Dinner will not be served at the meeting.

Please read the role delineation of the health services administrator (HSA) on the enclosed role delineation evaluation form. Before we convene the committee meeting, we want you to review the role delineation and comment on its completeness, accuracy and clarity of meaning in relation to your own knowledge and experience in the health care field. We have enclosed two copies of the form, so that you may keep a copy of your responses for yourself. You will probably want to refer to it as the work of the study progresses.

Although not all of the tasks listed in the role delineation are appropriate for each and every health care setting, tasks were included on the task list if appropriate for at least one health services setting. Further, not all of the tasks must be personally carried out by the same HSA. The role delineation is for a composite HSA. It is intended to cover the whole spectrum of health care administration. No one person can do all of the tasks listed, however, when all persons functioning in the administration of a health care setting are taken as a whole, they represent the composite health care administrator we are trying to describe. The number of individuals required to complete the composite is a function of the size, type, and organizational design of the setting.

Please follow the instructions for completing the evaluation form and return it to ETS no later than March 7, 1980!

Thank you again for your cooperation. I know we have not given you much time.

I look forward to working with you.

Sincerely,

Marlene Goodison
Research Scientist

/nd
Enc.

Role Delineation Evaluation Form

(Health Services Administrations)

Instructions

There are 4 questions to be answered on this form.

- Is the role delineation accurate?
- Is the role delineation complete?
- Is the meaning of the role delineation clear?
- How important to competent performance as an *entry-level HSA is competent performance on the job tasks listed?

To answer the first three questions, read the role delineation carefully, giving particular attention to the separate job dimensions and the tasks in them. Record your comments relative to the first three questions, accuracy, completeness, and clarity on the spaces provided for comments in each part of the form.

If you want to make editorial wording changes, you may make them right on the work, just as you would normally correct material you are reviewing.

After you have completed your review of the role delineation, go back to the task list and RATE each task on how important competent performance on it is to competent entry-level performance for health services administrators. Use the following scale for rating the importance of the tasks.

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

Rating Scale

0 = No relevance to position of entry level HSA.

1 = Competent performance on this job task is of LITTLE OR NO IMPORTANCE to competent job performance as an entry-level HSA.

2 = Competent performance on this job task is IMPORTANT BUT NOT CRITICAL to competent job performance as an entry level HSA.

3 = Competent performance on this job task is CRITICAL to competent job performance as an entry-level HSA.

9 = Don't know

CHECK THE ONE BOX NEXT TO EACH TASK THAT BEST REPRESENTS HOW IMPORTANT YOU FEEL COMPETENT PERFORMACNE ON THE TASK IS TO COMPETENT ENTRY-LEVEL PERFORMANCE.

The Role of the Health Care Administrator

[A general description of the role; the specific job dimensions that constitute the role; and the separate job tasks required for the performance of the role.]

General Description: The health care administrator is the individual responsible for orchestrating an organized application of the human, physical, and financial resources of the service facility toward the solution of health problems. The administrator is the integrating factor in an organized group effort.

The administrator of a health care facility* interprets the policies established by its governing body and directs all the functions of the organization in keeping with those policies by planning, organizing, staffing, directing, controlling, analyzing and evaluating operations.

---

*Includes: Acute care hospitals, community and mental health centers, HMO's, group practices, homes for the aged, and life care facilities, mobile health units, skilled and unskilled nursing facilities, occupational health facilities, rehabilitation centers, health care planning agencies, home health agencies, public health agencies, etc.

Characteristics of the Role

The Health Services Administrator must be a:

Leader/Planner/Futurist - to formulate the present and future directions, policies, procedures, and programs of the organization.

Spokesperson/communicator - to transmit accurate and thorough information about policies, procedures, and programs within and without the institution to generate through good public relations friendship toward and commitment to the organization.

Integrator/negotiator - to coordinate the operations of the varied functional units of the organization and the people in them, so that they interact as one cohesive whole in effectively achieving the established objectives.

Implementer - to carryout the programs in accordance with established policy.

Educator - to provide the public with health information; to provide the staff with career development opportunities through organized educational experiences.

Arbitration/negotiation - in the inter-personal affairs of the organization, to resolve conflicts and promote a environment of cooperation, vitality, and purposefulness.

Resource Allocator - to manage, control and anticipate costs within the framework of existing and projected health care economics and general economic conditions.

Entrepreneur - to attract government and other funds and establish sources of regular revenues for the survival and growth of the organiztion.

Legal expert - to comply with local, state, and federal regulations to afford due process to staff and clients.

Evaluator - to predict trends, measure progress, and anticipate needs in health care delivery.

Are there any characteristics of the role that you feel should be added, changed, or deleted?

General comments on characteristics of the role:

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Overall Direction - Policy

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: determining the goals and objectives of the organization by meeting with policy-making committees and governing boards about overall organizational policy and direction.

Tasks:

Advise the governing body on matters requiring policy formulation.	0	1	2	3	9
a) prepare presentation materials and collect and organize supporting documentation	0	1	2	3	9
Develop a long-range planning program for the organization.	0	1	2	3	9
Plan and determine health care quality standards.	0	1	2	3	9
Formulate health care policies.	0	1	2	3	9
Interpret and transmit policies, procedures, and regulations between governing board and operating staff.	0	1	2	3	9
Prepare Administrative Reports.	0	1	2	3	9
Where personal medical services are offered: act as liason between medical staff and governing body.	0	1	2	3	9
Periodically review and evaluate existing policy.	0	1	2	3	9
Prepare position papers.	0	1	2	3	9

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

Additional tasks (tasks not covered above) and comments

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Overall Direction - Operations

IMPORTANCE AT ENTRY LEVEL
(check one boxfor each task)

Activities involve: planning for the programs, services and physical facilities required to meet the objectives of the organization. This involves coordinating and directing the activities of all departments or functional units.

Task:

Advise the governing body on matters requiring new equipment facilities, new programs, new operating plans, or new organizational design.	0	1	2	3	9
Plan and determine manpower requirements.	0	1	2	3	9
Plan and develop operational procedures and organizational structure for implementing programs and achieving objectives.	0	1	2	3	9
Coordinate operations of organization by meeting with department heads.	0	1	2	3	9
Establish procedures for preparing and submitting reports.	0	1	2	3	9
Determine organizational lines of authority and areas of responsibility.	0	1	2	3	9
Plan administrative office practices and procedures.	0	1	2	3	9
Enforce administrative policies and operating procedures.	0	1	2	3	9
Where personal medical services are offered, investigate patient/resident complaints.	0	1	2	3	9

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

IMPORTANCE AT ENTRY LEVEL
(check one boxfor each task)

Coordinate safety programs.	0	1	2	3	9
Direct and coordinate activities of nursing service.	0	1	2	3	9
Coordinate maintenance, repair activities for buildings and grounds, equipment, and in the housekeeping, dietary, and laundry units.	0	1	2	3	9
Provide for protection of buildings.	0	1			9
Provide for security of patients.	0	1	2	3	9
Assure adequate supplies of utilities; refrigeration; linens.	0	1	2	3	9
Schedule and participate in staff conferences.	0	1	2	3	9
Provide for general administrative services: mail, files; (stenographics; messenger; transportation; admissions; reception; information; telecommunications, security).	0	1	2	3	9
Provide centralized procurement and control of supplies, equipment and materials used in organization.	0	1	2	3	9

Additional tasks (tasks not covered above) and comments

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Financial Management

IMPORTANCE AT ENTRY LEVEL
(check one boxfor each task)

Activities involve: the management of the financial affairs of the organization including generation of revenues; the expenditure of income and establishing fee structures.

Tasks:

Analyze expenditures.	0	1	2	3	9
Recommend to the board fee schedules.	0	1	2	3	9
Allocate financial resources to achieve organizational goals.	0	1	2	3	9
Review and revise budget allocations.	0	1	2	3	9
Prepare operations budget.	0	1	2	3	9
Solve cash flow problems.	0	1	2	3	9
Solicit funds (grants, contracts, etc.)	0	1	2	3	9
Prepare budget forecasts.	0	1	2	3	9
Prepare periodic reports to governing body and staff on financial conditions.	0	1	2	3	9
Authorize purchase of supplies and equipment.	0	1	2	3	9
Monitor receipt of revenues and expenditures.	0	1	2	3	9

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

IMPORTANCE AT ENTRY LEVEL
(check one boxfor each task)

Supervise the maintenance of extensive accounting records of all financial transactions.	0	1	2	3	9
Analyze and interpret accounting statements.	0	1	2	3	9
Revise accounting systems where necessary.	0	1	2	3	9

Additional tasks (tasks not covered above) and comments

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Human Resources Management

IMPORTANCE AT ENTRY LEVEL
(check one boxfor each task)

Activities involve: the selection, evaluation and motivation of employees to meet the needs of the organization; and determination and application of the reward system.

Tasks:

Appoint admininstrative personnel.	0	1	2	3	9
Appoint department heads.	0	1	2	3	9
Approve promotions and transfers.	0	1	2	3	9
Evaluate managerial performance.	0	1	2	3	9
Formulate and administer cash compensation plans.	0	1	2	3	9
Formulate and administer benefits programs.	0	1	2	3	9
Formulate personnel policies (rules and regulations) on absenteeism turnover, sick leave, affirmative action, equal opportunity etc.)	0	1	2	3	9
Evaluate training programs.	0	1	2	3	9
Coordinate personnel programs.	0	1	2	3	9
Develop personnel recruiting methods.	0	1	2	3	9
Resolve employee complaints and grievances.	0	1	2	3	9

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Establish two-way communications both across and up and down the organization.	0	1	2	3	9
Make contractual agreements for physicians services where required.	0	1	2	3	9
Prepare house organ for communication.	0	1	2	3	9
Assist medical staff with its administrative problems and responsibilities (liason with medical staff).	0	1	2	3	9
Conduct research on personnel problems.	0	1	2	3	9

Additional tasks (tasks not covered above) and comments

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Information Systems and Data Analysis

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activitie involve: acquiring equipment and developing the programs and procedures to manage records; and reporting systems in support of special evaluation studies, research projects, and routine operations for data-based decision-making.

Tasks:

Select and arrange for computer hardware and software.	0	1	2	3	9
Systems development and analysis.	0	1	2	3	9
Assemble and/or compile data for analysis (manual or computer).	0	1	2	3	9
Design methodology and carryout data collection from primary sources.	0	1	2	3	9
Assemble and process data on the health care needs of the service area.	0	1	2	3	9
Assemble process data on status of existing health care delivery system and its use in health care area.	0	1	2	3	9
Analyze data and develop conclusions based on analysis.	0	1	2	3	9
Analyze statistical reports and/or computer outputs.	0	1	2	3	9
Organize and develop information systems to support the organization's operations.	0	1	2	3	9

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Maintain and update inventories.	0	1	2	3	9
Setup programs for the exchange of data with other organizations.	0	1	2	3	9
Monitor data acquisition.	0	1	2	3	9
Develop methods of display.	0	1	2	3	9
Prepare and disseminate reports periodically.	0	1	2	3	9
Assemble and present comparison data for considering alternatives.	0	1	2	3	9

Additional tasks (tasks not covered above) and comments

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Public and Community Activities

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: developing and maintaining interactions with other health service institutions/agencies to promote shared service arrangements; developing and maintaining good community relations to promote cooperation and friendship between the institution and the community to maximize the beneficial impact of the institution on the community; interpreting the institution to the public and the public's opinion of the institution to it.

Tasks:

	0	1	2	3	9
Represent the organization in its relationships to other health agencies and the government.	0	1	2	3	9
Represent the organization and develop cooperative relationships on commissions, agencies, or at hearings.	0	1	2	3	9
Explain goals, costs and services to community.	0	1	2	3	9
Solicit volunteer services.	0	1	2	3	9
Participate in community affairs.	0	1	2	3	9
Develop cooperative relationships with other organizations for exchange of services.	0	1	2	3	9
Compile and transmit news articles to the press to promote good will.	0	1	2	3	9
Solicit contributions through personal contacts in the community.	0	1	2	3	9

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Keep the public informed (carry out a planned course of action) of benefits derived from the organization.	0	1	2	3	9
Plan special events with/for the community. Arrange for special exhibits Arrange for conducted exhibits Arrange for speakers	0	1	2	3	9
Direct participation in community education for improvement of community health and welfare.	0	1	2	3	9
Conduct and/or participate in public meetings on community health concerns.	0	1	2	3	9
Solicit input from various segments of the population on its health care needs.	0	1	2	3	9

Additional tasks (tasks not covered above) and comments

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Health Industry Activities

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: participation in health care associations (e.g., hospital associations; nursing home associations; group practice associations, HMO associations, etc.); professional societies, etc., to keep informed of important issues and new developments and trends in the health care field.

Tasks:

Communicate health care needs to and learn health care needs from persons external to the organization by attending meetings and seminars, symposia, conventions, etc.	0	1	2	3	9
Write articles of benefit to other administrators for professional journals	0	1	2	3	9
Read and keep abreast of relevant articles written by others.	0	1	2	3	9
RE: Management and business methods Technological changes Economic trends Political Trends Expanding needs of community					
Develop cooperative relationships with professional organizations to participate in the establishment of higher professional standards.	0	1	2	3	9

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

Additional tasks (tasks not covered above) and comments

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Legal Issues and Government Related Activities

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: dealing with the legal problems of the organization and dealing with the regulations of local, state, and federal agencies.

Tasks:

Keep informed of legal changes affecting the organization.	0	1	2	3	9
Keep informed of changes in regulations and accreditation requirements.	0	1	2	3	9
Negotiate financial agreements (insurance and facilities).	0	1	2	3	9
Negotiate reimbursement rates and care contracts with third party payers.	0	1	2	3	9
Negotiate labor union contracts.	0	1	2	3	9
Contract for purchase and delivery of supplies and services.	0	1	2	3	9
Maintain safety of patients.	0	1	2	3	9
Contract for new construction.	0	1	2	3	9
Review and analyze proposed legislation.	0	1	2	3	9

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

Additional tasks (tasks not covered above) and comments

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Educational Development

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: developing an organized teaching and lecturing program of continuing education for the medical staff, non-medical staff and the community-at-large.

Tasks:

Develop, direct and maintain a personnel training program.	0	1	2	3	9
Develop, direct and maintain a teaching program for staff development.	0	1	2	3	9
Develop, direct, and maintain an educational program for the community for health care improvement.	0	1	2	3	9

Additional tasks (tasks not covered above) and comments

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

IMPORTANCE SCALE FOR RATING TASKS: Considering all the tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Program Review and Evaluation

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: special studies for the evaluation and review of projects, programs, and operations to determine if objectives are being meet effectively, economically, and to the satisfaction of all parties (staff, clients, governing board, government, community, etc.)

Tasks:

Conduct studies of financial performance.	0	1	2	3	9
Conduct studies of program effectivenesses.	0	1	2	3	9
Assure compliance with regulatory and accreditation requirements.	0	1	2	3	9
Prepare periodic reports to governing bodies of progress and activities of the organization.	0	1	2	3	9
Periodic review and evaluation of existing procedures, programs, and work methods.	0	1	2	3	9
Develop standards and methods of measurement of activities (objectives, evaluation criteria, time tables), work with other agencies or institutions in health care field to coordinate joint studies.	0	1	2	3	9
Keep records of completed studies or studies in progress.	0	1	2	3	9
Identify and secure necessary technical assistance to design and develop data collection instruments.	0	1	2	3	9

---

*An entry level health services administrator (HSA) is defined as a person functioning at the second echelon of the management hierarchy (the supervisor of at least one supervisor).

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Draw survey samples.	0	1	2	3	9
Assemble data for analysis.	0	1	2	3	9
Analyze data and develop conclusions or recommendations based on analyses.	0	1	2	3	9
Write reports on studies for Board action.	0	1	2	3	9
Assure findings of studies are disseminated to interested groups, general public and within agency.	0	1	2	3	9

Additional tasks (tasks not covered above) and comments

Additional tasks (tasks not covered above) and comments

Comments

THANK YOU. NOW THAT YOU HAVE FINISHED BOTH THE REVIEW AND TASK RATING, USE THE ENCLOSED POSTAGE PAID ENVELOPE TO RETURN ONE COPY OF THE EVALUATION FORM TO ETS. FORMS MUST BE RETURNED BY MARCH 7, 1980.

APPENDIX C

PRE-MEETING--ADVISORY COMMITTEE'S INDEPENDENT REVIEW OF DRAFT QUALIFICATIONS LIST

APPENDIX C

PRE-MEETING--ADVISORY COMMITTEE'S INDEPENDENT REVIEW OF DRAFT QUALIFICATIONS LIST

The Knowledges, Skills, and Abilities (KSA's) judged to be relevant to competent performance of the range of responsibilities of health services administrators (HSA's) are listed and defined below.

One way to present the KSA's required of HSA's was to examine the content of curricula in the accredited graduate degree programs and group the KSA's based on those curricula. The majority of the KSA's these programs attempt to develop for HSA's can be grouped into 5 major curriculum categories. They are:

1) Health Sciences - including epidemiology, environmental health, patient and health care services;

2) Health Services Organizations - including health care organizations and comparative health systems;

3) Behavioral and Social Sciences - including organizational behavior, individual and small group behavior, sociology of health, economics, health economics, law & evaluation;

4) Management and Administrative Sciences - including financial management, planning, marketing management, management administration, general systems, managerial accounting, resource management, production management, information management, decision-making;

5) Quantitative Methods - including statistics, systems analysis, operations research forecasting, modeling, data collection and analysis, research design and methodology.

Another way to group the KSA's assumed to be necessary for health care administrators is to use the job dimensions (clusters of related job tasks) of the administrator's role. In this way the KSA's are directly related to the job tasks that require them. For the purposes of this study the second approach is used.

The list of KSA's assumed necessary to competent performance as an HSA is presented on the left-hand side of the pages that follow. On the right-hand side of the pages, the "X"'s in the columns indicate the job dimension(s) for which each is required.

INSTRUCTIONS FOR REVIEWING THE QUALIFICATIONS LIST

Please review the list of KSA's for accuracy, clarity, and completeness. Change (edit) any that you feel need changing and add any that you feel should be added to the list. Also, for any KSA's you add please indicate what job dimension you believe is appropriate to it. Use your copy of the Role Delineation to refresh your memory of the tasks in each job dimension.

When you have finished please return the Qualifications List to ETS in the enclosed postage-paid envelope no later than Monday, April 7, 1980.

Thank you.

MD/jbt

KNOWLEDGES	1 Overall Direction-Policy	2 Overall Direction-Operations	3 Finan. Mgmt.	4 Human Res. Mgmt.	5 Infor. Systems & Data Anal.	6 Public & Community Activities	7 Health Industry Activities	8 Legal Issues & Gov't. Rels. Activities	9 Educa. Devel.	10 Prog. Review & Evalua.
Issues in Health Care Controversial health topics which may affect programs and functioning; e.g., current legislation and government programs in the health field, priorities in community health needs, etc..	X	X	X	X	X	X	X	X	X	X
Health Care Organizations Structure, content, and interrelationship of health care organizations. The resources, functions and services of them that impact on health; e.g., institutional planning and services, prevention medicine, environmental services, personal services, health education, innovative delivery mechanisms, technologies, health manpower patterns and health manpower.	X	X	X	X	X	X	X	X	X	X
Health Planning Methodology Technical planning methods and concepts which support the process of health plan development; e.g., political and economic aspects, systems analysis, operations research, decision theory.	X	X	X	X	X	X	X	X	X	X
Public Health Organization of health resources to maintain, protect, and promote the health of the community; e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology, gerontology.	X	X	X			X	X	X	X	X

KNOWLEDGES (cont'd)	1 Overall Direction-Policy	2 Overall Direction-Operations	3 Finan. Mgmt.	4 Human Res. Mgmt.	5 Infor. Systems & Data Anal.	6 Public & Community Activities	7 Health Industry Activities	8 Legal Issues & Gov't. Rels. Activities	9 Educa. Devel.	10 Prog. Review & Evalua.
Health Economics & Finance Study and analysis of the allocation and exchange of resources as they relate to the health system; e.g., economic analyses, health care costs, health care insurance, health institution financing, reimbursement.	X	X	X	X	X	X	X	X	X	X
Regional Planning Consideration of specialized planning and program efforts (e.g., transportation, land utilization), demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	X	X	X	X	X	X	X	X	X	X
Business Administration - General and Applied Admin. & Organ. Theory Economics, finance and budgeting, accounting, planning business law, management techniques (e.g., MBO, PPBS, MIS), organizational development and trends, administration of facilities and resources, decision making.	X	X	X	X	X	X	X	X	X	X
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefit plans.	X	X	X	X	X	X	X	X	X	X

KNOWLEDGES (cont'd)	1 Overall Direction-Policy	2 Overall Direction-Operations	3 Finan. Mgmt.	4 Human Res. Mgmt.	5 Infor. Systems & Data Anal.	6 Public & Community Activities	7 Health Industry Activities	8 Legal Issues & Gov't. Rela. Activities	9 Educa. Devel.	10 Prog. Review & Evalua.
Sociology Study and analysis of community characteristics, processes and dynamics in relation to health needs and demands and health system change; e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system.	X	X	X	X	X	X	X	X	X	X
Psychology Concepts related to human consciousness and behavior; e.g., individual differences, counseling and guidance.	X	X	X	X	X	X	X	X	X	X
Medical/Nursing Practice Medical/nursing concepts, terminology and treatment processes; (including dietetics) and the roles of the health professionals.	X	X	X	X	X	X	X	X	X	X
Data Collection, Analysis & Management Systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of agency functions; e.g., types and sources of data (including information networks); development of instruments to collect data; data preparation and utilization; basic statistics; advanced statistical methods; computer science techniques, systems, usage, hardware and software; elementary computer programming; advanced computer programming; development of information systems; forecasting, modeling, simulation; cost effectiveness and cost/benefits analysis.	X	X	X	X	X	X	X	X	X	X

KNOWLEDGES (cont'd)	1 Overall Direction-Policy	2 Overall Direction-Operations	3 Finan. Mgmt.	4 Human Res. Mgmt.	5 Infor. Systems & Data Anal.	6 Public & Community Activities	7 Health Industry Activities	8 Legal Issues & Gov't. Rels. Activities	9 Educa. Devel.	10 Prog. Review & Evalua.
Research Design & Methodology Research design and applications, methods of observation and data collection, design of instruments to collect data, analysis and interpretation of results.	X	X	X	X	X		X	X	X	X
Library & Information Systems Reporting systems, filing and retrieval of information, library science (information refers to word information as well as to data).	X	X	X	X	X		X	X	X	X
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, forensics.	X	X	X	X	X	X	X	X	X	X
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	X	X	X	X	X	X	X	X	X	X

KNOWLEDGES (cont'd)	1 Overall Direction-Policy	2 Overall Direction-Operations	3 Finan. Mgmt.	4 Human Res. Mgmt.	5 Infor. Systems & Data Anal.	6 Public & Community Activities	7 Health Industry Activities	8 Legal Issues & Gov't. Rels. Activities	9 Educa. Devel.	10 Prog. Review & Evalua.
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning; e.g., adult education techniques, conferencing.	X	X	X	X	X	X	X	X	X	X
Legal Aspects of Review Due process, hearings, rights and obligations, judicial action, required procedures.	X	X	X	X	X	X	X	X	X	X
Sources of Funding & Grantsmanship Generation of resources; basics of preparing, negotiating, and monitoring proposals and grants.	X	X	X		X	X	X	X	X	X
Grants Management Project planning, review, and evaluation; work flow analysis, resource allocation; monitoring.	X	X	X		X	X	X	X	X	X
Political Science Federal, state, and local government structure and processes in the development of public policy and law in the United States; e.g., legislative process and procedures, public policy analysis and development.	X	X	X	X		X	X	X	X	X
Parliamentary Procedure	X	X	X	X	X	X	X	X	X	X

SKILLS & ABILITIES	1 Overall Direction-Policy	2 Overall Direction-Operations	3 Finan. Mgmt.	4 Human Res. Mgmt.	5 Infor. Systems & Data Anal.	6 Public & Community Activities	7 Health Industry Activities	8 Legal Issues & Gov't. Rels. Activities	9 Educa. Devel.	10 Prog. Review & Evalua.
Learning Ability Ability to grasp new material quickly and to relate to it in conceptual terms; i.e., general intelligence as applied to level of understanding beyond the obvious and factual.	X	X	X	X	X	X	X	X	X	X
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	X	X	X	X	X	X	X	X	X	X
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	X	X	X		X	X	X	X	X	X
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	X	X	X		X	X	X	X	X	X

SKILLS & ABILITIES (cont'd)	1 Overall Direction-Policy	2 Overall Direction-Operations	3 Finan. Mgmt.	4 Human Res. Mgmt.	5 Infor. Systems & Data Anal.	6 Public & Community Activities	7 Health Industry Activities	8 Legal Issues & Gov't. Rels. Activities	9 Educa. Devel.	10 Prog. Review & Evalua.
Leadership Ability to influence, convince, direct, delegate to, and persuade others in order to accomplish an objective. Ability to assume and maintain a leadership role in a group (1) by controlling (authority), (2) by quality or quantity of contributions, (3) by commenting positively or negatively on contributions of others, (4) by charismatic qualities, or (5) by a combination thereof.	x	x	x	x	x	x	x	x	x	x
Stability Ability to work under pressure, think on feet, respond rationally under stressful conditions.	x	x	x	x	x	x	x	x	x	x
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people. Orientation to reality, freedom from or recognition of biases. Ability to sort out priorities and issues.	x	x	x		x	x	x	x	x	x
Planning & Organizing Work Ability to plan and organize work, schedule and allocate time and resources (budget/manpower) systematically, set priorities, provide for coordination of flow of work and activities.	x	x	x		x	x	x	x	x	x

SKILLS & ABILITIES (cont'd)

	1 Overall Direction-Policy	2 Overall Direction-Operations	3 Finan. Mgmt.	4 Human Res. Mgmt.	5 Infor. Systems & Data Anal.	6 Public & Community Activities	7 Health Industry Activities	8 Legal Issues & Gov't. Rels. Activities	9 Educa. Devel.	10 Prog. Review & Evalua.
Interpersonal Skills Ability to work effectively with other people, understanding and adapting to differences in personality and ability. Ability to meet people readily, to interact easily. Tactfulness, patience, discretion.	X	X	X	X	X	X	x	X	X	X
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	X	X	X	X	X	X	X	X	X	X
Problem-solving Approach to Decision-making Ability to arrive at decisions by orderly and analytical process, identifying issues and considering impact of alternative solutions; e.g., define objectives, adhere to criteria and standards, assemble and present criterion data in considering alternatives, consult interested parties, obtain expert opinions, document decisions	X	X	X	X	X	X	X	X	X	X
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation; e.g., activate work programs, lay out tasks, monitor and follow-up, coordinate flow of work and activities, involve and invoke support of interested parties and governing bodies, develop strategies and take advocacy action.	X	X	X	X	X	X	X	X	X	X

SKILLS & ABILITIES (cont'd)	1 Overall Direction-Policy	2 Overall Direction-Operations	3 Finan. Mgmt.	4 Human Res. Mgmt.	5 Infor. Systems & Data Anal.	6 Public & Community Activities	7 Health Industry Activities	8 Legal Issues & Gov't. Rels. Activities	9 Educa. Devel.	10 Prog. Review & Evalua.
Supervision & Control Ability to exercise supervision and control over plans and programs to meet goals and objectives.	X	X	X	X	X	X	X	X	X	X
Adaptive Ability Ability to adjust readily to change; receptivity to new ideas, group decisions, different cultures, and innovative approaches.	X	X	X	X	X	X	X	X	X	X
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	X	X	X	X	X	X	X	X	X	X
Political Acumen Ability to understand and work with the political process--lines of communication, control, authority, power.	X	X	X	X	X	X	X	X	X	X
Community Organization and Education Ability to mobilize or organize community elements to encourage, invoke, and solicit opinion, participation, and support in planning and implementation of programs.	X	X	X	X		X	X	X	X	X

APPENDIX D

1 - OPERATIONAL SCHEMA

2 - GROUP PROCESS METHOD

3 - MEETING AGENDA

4 - VOCABULARY LIST

5 - FINAL TASK RATING FORM

APPENDIX D-1

OPERATIONAL SCHEMA

ROLE DELINEATION SCHEMA

Delineation of Roles, Functions and Necessary Competencies of
Health Services Administrators

Contract No. 232-79-0119

	Develop comprehensive Task List - (tasks grouped by job dimensions and judged for importance to, and time spent on the job) →	Develop comprehensive list of required knowledges, skills, and abilities (KSA's) relevant to job tasks for competent entry level performance as an HSA →	Translate identified KSA's to necessary competencies statements appropriate for the entry level position of Health Services Administrator across health care settings
Purpose:	To describe systematically what HSA professionals do on the job - across health care settings.	To identify, synthesize and define the KSA's related to the job tasks - across health care settings.	Develop definitions of the competencies required for competent job performance at the entry level of health services administration; identify training and educational objectives; continuing education goals; and certification requirements.
Sources:	Literature in the field Previous research studies Dictionary of Occ. Titles Project staff Project consultants Advisory Committee Working Committee (W.C.) Practitioners (1-3) HRA	Literature in the field Previous research studies Project staff Project consultants Advisory Committee Working Committee Practitioners (1-3) HRA	Project staff Project consultants Advisory Committee HRA
Process:	Identify and categorize job tasks by job dimensions (roles) on a rational basis. Determine task importance and time requirements for tasks.	Develop KSA lists, assign KSA's to job tasks, and obtain judgments from W.C. of the necessary entry level performance on KSA's for each job role.	Write competency statements, translating KSA's into behavioral terms in relation to effective performance of tasks at the entry level by job dimension or role.
Outcome:	Comprehensive, technically accurate listing of job tasks across health care settings suitable for: determining the concomitant knowledge, skills and abilities required for competent entry level performance; subsequent verification by the population (sample) of health services administration practitioners.	Comprehensive, technically accurate listing of the required entry level KSA's across a variety of health care settings - suitable for: translation into competency statements for each job role; subsequent verification by the population of health services administration practitioners.	A comprehensive documentation of the analysis of the job of HSA, listing the required job competencies - suitable for use as: a basis for setting educational, training, and continuing education needs; certification requirements; a basis for further research.

APPENDIX D-2

GROUP PROCESS METHOD

A Multi-task Adaptive Group Process

For purposes of this study we shall obtain from a Working/Advisory Committee of experts in the health care field, judgments on the universe of job tasks of HSA's and the perceived importance of those tasks to entry-level performance of HSA's. In this type of data collection there is no "correct" or "incorrect" determination made of the responses in the data set since they represent opinions, not fact. There is however a critical need to ensure that variation in judgments obtained from the individuals in the group represent true differences in judgment rather than differences due to unequal information or misunderstandings. Further, the process used should to the extent possible maximize the productivity of the group while moving toward a true rather than forced consensus.

The group tasks to be assigned to the expert committee include brainstorming (identifying the universe of job tasks) and problem-solving (rating tasks). Both tasks are well served by two popular survey methodologies: 1) the Delphi Technique and 2) the Nominal Group Technique (Delbecq 1975) but both techniques have disadvantages relative to the study's objective. The length of the task, the time available, and the attention span that can reasonably be expected of the committee members precludes strict adherence to the six steps of the Nominal Group Technique (NGT) for each of the more than 100 tasks.

The Delphi method uses a "statisticized" group (the average of an aggregate of non-interacting individuals), and its iterative process unlike NGT does not provide for the advantages of interactions among the individuals of the group (Steiner in Shaw 1976). Therefore the methodology that will be used with the Working/Advisory Committee of this project will be somewhat eclectic and contain components of both the Delphi method and Nominal Group Technique. Moreover, the proposed multi-task adaptive group process is designed to ensure uniformity of interpretation of the universe of job tasks and the meaning of the task rating scale as well as its correct application.

Specifically, the approach to be followed requires:

1) mailing a draft Task List form to the Working Committee with the tasks on the list logically clustered into job dimensions;
    a) to review, comment on, edit the Task List relative to completeness, appropriateness of language, relevance, etc.;
    b) to rate each task's importance to competent entry-level performance for HSA's;
    c) to return the form to ETS prior to the meeting
        a) to revise the Task List using committee inputs;
        b) to compute task ratings;
2) convening a meeting of the committee members
    a) to discuss through informal group discussions, led by ETS staff, the job tasks in each job dimension to assure uniformity of interpretation and, if needed, to make further revisions and/or additions to the universe of job tasks. Approximately 30 minutes will be scheduled for each job dimension.

b) To distribute copies of the tallies of the first round of ratings and to discuss the meaning of each point on the rating scale and how to use the scale.

c) Using a Task List that includes revisions and additions resulting from the group discussion, to independently rate the job tasks a second time in light of the knowledge gained from the discussions and the previous tallies;

d) to collect the rating forms (100% response rate);

e) to distribute a preliminary list of defined KSA's for each job dimension to be reviewed, refined, revised, etc., independently (a take-home) and returned to ETS.

A similar procedure will be followed for determining the entry-level KSA's. It will include:

- mailing the preliminary list to committee members for review, assignment to, and rating of KSA's for each job dimension;
- tallying results;
- convening a meeting to discuss the KSA's list, to discuss how to assign and rate KSA's to job dimensions, to distribute results of first tally; to obtain independent assignments and ratings of KSA's.

This methodology deviates somewhat from the operational plan submitted to HRA in that the Working Committee will work together as one small group rather than being sub-divided into smaller working units. It is our opinion that this change in the proposed procedure for the Advisory Committee meetings will lead to a more effective achievement of the project's objectives. This proposed change in activities is submitted for HRA approval.

References

Delbecq, A.L., VandeVen, A., Gustafson, D., Group Techniques for Program Planning. Scott Foresman, NY: 1975

Shaw, M.E., Group Dynamics: The Psychology of Small Group Behavior. McGraw-Hill, NY: 1976

APPENDIX D-3

MEETING AGENDA

Advisory Committee Meeting
Role Delineation Study for Health Services Administrators
March 16, 17 & 18, 1980
Philadelphia, PA

Sunday, March 16

6:00 p.m. 1. Introduction & Greetings
Advisory Committee
Health Resources Administration Staff
Educational Testing Service Staff

2. Expenses and Administrative Details

3. Presentation of Project

4. Committee Assignment for meeting

5. Discussion

Monday, March 17

9:00 a.m. 1. Greetings

2. Review and Revise Job Dimensions for Health Services Administrators

12:30 - 1:30 p.m. Lunch Break

1:30 - 5:00 p.m. 1. Continuation of morning's work

2. Discuss Importance Ratings

3. Rating assignments

Tuesday, March 18

9:00 a.m. 1. Greetings

2. Project Oversight - H.R.A. Project Officer

3. Discussion

12:30 - 1:30 p.m. Lunch Break

1:30 - 4:00 p.m. 1. Ratings of Task Lists

2. Distribution of Knowledges, Skills and Abilities Rating Lists

3. Conclusion

APPENDIX D-4

GLOSSARY

TERMS USED IN THIS STUDY

ROLE DELINEATION - JOB ANALYSIS - SYSTEMATIC ANALYSIS OF TASKS THAT MAKE UP A JOB

JOB TASK - DUTY - RESPONSIBILITY - ACTION STATEMENT DOING SOMETHING-NOT KNOWING SOMETHING

JOB DIMENSION - FUNCTIONS - ROLES - (CLUSTER OF RELATED JOB TASKS)

KNOWLEDGE - A BODY OF INFORMATION LEARNED FROM EXPERIENCE, TRAINING, OR FORMAL EDUCATION APPLIED DIRECTLY TO JOB PERFORMANCE

SKILL/ABILITY - A PRESENT COMPETENCE TO PERFORM AN OBSERVABLE LEARNED PSYCHOMOTOR ACT, OBSERVABLE ACTIVITY, OR ACTIVITY WHICH RESULTS IN AN OBSERVABLE PRODUCT

ENTRY-LEVEL - SUPERVISOR OF A SUPERVISOR - FIRST LINE OF MANAGEMENT

HEALTH CARE SETTING - ORGANIZATION - E.G.,

HOSPITAL
CLINIC - AMBULATORY, MENTAL HEALTH
PLANNING AGENCY
NURSING HOME
REHABILITATION CENTER
PUBLIC HEALTH AGENCY
ETC.

APPENDIX D-5

FINAL TASK RATING FORM

Role Delineation Task Rating Form
Health Services Administrators) HSA

This rating form is being used to collect your judgments of the importance of competent performance on each job task to competent performance as an entry-level HSA.

An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

Our two primary tasks for the meeting were to specify the universe of job tasks in health care administration and then to identify among those the important/critical competencies for persons entering the field of health care administration. I believe we did a good job on the first task, now we need to complete the second task.

Use your own perspective of health services administration to rate the tasks. For some tasks, an entry-level HSA would have no participation in or accountability for the task and it should be rated that way (i.e. "o"). For other tasks the degree of responsibility or accountability for the entry-level HSA may vary from minimal to full accountability. Whatever the degree of involvement, however, how important is competent performance at that degree of involvement or accountability to competent performance as an entry-level HSA.

Please rate each task on how important you feel competent performance on it is to competent entry-level performance for health services administrators. Use the following scale for rating the importance of the tasks.

RATING SCALE

At entry level of participation or responsibility expected of and entry-level HSA on this job task, competent performance is:

0 = of no RELEVANCE to the position of entry level HSA.

1 = of LITTLE OR NO IMPORTANCE to competent job performance as an entry-level HSA.

2 = IMPORTANT BUT NOT CRITICAL to competent job performance as an entry level HSA.

3 = CRITICAL to competent job performance as an entry-level HSA.

9 = Don't know

CHECK THE ONE BOX NEXT TO EACH TASK THAT BEST REPRESENTS HOW IMPORTANT YOU FEEL COMPETENT PERFORMANCE ON THE TASK IS TO COMPETENT ENTRY-LEVEL PERFORMANCE.

The Role of the Health Care Administrator

[A general description of the role; the specific job dimensions that constitute the role; and the separate job tasks required for the performance of the role.]

General Description: The health care administrator is the individual responsible for orchestrating an organized application of the human, physical, and financial resources of the service facility toward the solution of health problems. The administrator is the integrating factor in an organized group effort.

The administrator of a health care facility* interprets the policies established by its governing body and directs all the functions of the organization in keeping with those policies thru planning, organizing, staffing, directing, controlling, analyzing and evaluating operations.

---

*Includes: Acute care hospitals, community and mental health centers, HMO's, group practices, homes for the aged, and life care facilities, mobile health units, skilled and unskilled nursing facilities, occupational health facilities, rehabilitation centers, health care planning agencies, home health agencies, public health agencies, etc.

Characteristics of the Role

The Health Services Administrator must be a:

Leader/Planner/Futurist - to formulate the present and future directions, policies, procedures, and programs of the organization.

Spokesperson/communicator - to transmit accurate and thorough information about policies, procedures, and programs within and without the institution to generate through good public relations positive attitudes toward and commitment to the organization.

Integrator/negotiator - to coordinate the operations of the varied functional units of the organization and the people in them, so that they interact as one cohesive whole in effectively achieving the established objectives.

Implementer - to carryout the programs in accordance with established policy.

Educator - to provide the public with health information; to provide the staff with career development opportunities through organized educational experiences and continuing education experiences for board members.

Arbitration/negotiation - in the inter-personal affairs of the organization, to assure that there is a process to resolve conflicts and promote a environment of cooperation, vitality, and purposefulness.

Resource Allocator - to manage, control and anticipate costs within the framework of existing and projected health care economics and general economic conditions.

Entrepreneur - to market the organization's services, to attract government and other funds, and to establish sources of regular revenues for the survival and growth of the organiztion.

Legal observer - to comply with local, state, and federal regulations to afford due process to staff and clients.

Evaluator - to predict trends, measure progress, and anticipate needs in health care delivery.

Politician - to understand where local, state, national health care power is, and to impact on those forces.

Investigator - to process information.

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Overall Direction - Policy

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.

Tasks:

1.	Advise the governing body on matters requiring policy formulation.	0	1	2	3	9
	a) periodically review and evaluate existing policy.	0	1	2	3	9
	b) analyze policy objectives and alternatives.	0	1	2	3	9
2.	a) prepare presentation materials and collect and organize supporting documentation.	0	1	2	3	9
	b) make written & oral presentations to board.	0	1	2	3	9
	c) prepare position papers.	0	1	2	3	9
3.	Develop a long-range planning program for the organization.	0	1	2	3	9
4.	Plan and determine health care quality standards.	0	1	2	3	9
5.	Formulate health care policies.	0	1	2	3	9
6.	Interpret and transmit policies, procedures, and regulations between governing board and operating staff.	0	1	2	3	9
7.	Interpret and transmit policies, procedures, and regulations between the organization and external organizations	0	1	2	3	9
8.	Prepare Administrative Reports.	0	1	2	3	9
9.	Where personal medical services are offered: act as liaison between medical staff and governing body.	0	1	2	3	9
10.	Provide staff support to various board committees and task forces.	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Overall Direction - Operations

IMPORTANCE AT ENTRY LEVEL
(check one boxfor each task)

Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.

Task:

1.	Inform and/or advise the governing body on equipment, facilities, programs, operating plans, or organizational design.	0	1	2	3	9
2.	Plan and determine human resources requirements.	0	1	2	3	9
3.	Plan and develop operational procedures and organizational structure for implementing programs and achieving objectives.	0	1	2	3	9
4.	Coordinate and direct the operations of organization by meeting with department heads.	0	1	2	3	9
5.	Establish procedures for preparing and submitting reports.	0	1	2	3	9
6.	Determine organizational lines of authority and areas of responsibility.	0	1	2	3	9
7.	Plan administrative office practices and procedures.	0	1	2	3	9
8.	Enforce administrative policies and operating procedures.	0	1	2	3	9
9.	Where personal health care services are offered, investigate patient/resident complaints.	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE AT ENTRY LEVEL
(check one boxfor each task)

10	Direct and coordinate safety and proctective services.	0	1	2	3	9
11.	Direct and coordinate patient services.	0	1	2	3	9
12.	Direct and coordinate maintenance and repair activities.	0	1	2	3	9
13.	Schedule and participate in staff conferences.	0	1	2	3	9
14.	Direct and coordinate general administrative services.	0	1	2	3	9
15.	Direct and coordinate procurement, control, and distribution of supplies, equipment and materials.	0	1	2	3	9
16.	Develop specific procedures to control and evaluate operations	0	1	2	3	9
17.	Design and develop work systems	0	1	2	3	9
18.	Design and implement a quality assurance system.	0	1	2	3	9
19.	Assist health-care providers with administrative problems and responsibilities.	0	1	2	3	9

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Financial Management

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.

Tasks:

1.	Analyze expenditures.	0	1	2	3	9
2.	Recommend rates and fees to the governing body.	0	1	2	3	9
3.	Allocate financial resources to achieve organizational goals.	0	1	2	3	9
4.	Review and revise budget requests and allocations.	0	1	2	3	9
5.	Prepare annual operations budget.	0	1	2	3	9
6.	Manage cash flow.	0	1	2	3	9
7.	Direct and facilitate the solicitations of funds for special projects or programs (grants, contracts, etc.)	0	1	2	3	9
8.	Prepare budget forecasts.	0	1	2	3	9
9.	Prepare financial forecasts.	0	1	2	3	9
10.	Prepare periodic reports to governing body and staff on current financial status.	0	1	2	3	9
11.	Authorize purchase of supplies and equipment.	0	1	2	3	9
12.	Monitor receipt of revenues and expenditures.	0	1	2	3	9
13.	Arrange for and review annual financial audit.	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

14.	Supervise the maintenance of accounting records of all financial transactions.	0	1	2	3	9
15.	Analyze and interpret accounting statements.	0	1	2	3	9
16.	Revise accounting systems where necessary.	0	1	2	3	9
17.	Perform cost benefit and cost effective analysis to evaluate performance.	0	1	2	3	9
18.	Review and evaluate requests for capital expenditures.	0	1	2	3	9

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Human Resources Management

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.

Tasks:

1.	Appoint admininstrative personnel reporting to the HSA.	0	1	2	3	9
2.	Appoint department heads reporting to the HSA.	0	1	2	3	9
3.	Approve promotions and transfers reporting to the HSA.	0	1	2	3	9
4.	Evaluate managerial performance reporting to the HSA.	0	1	2	3	9
5.	Design, develop and administer cash compensation plans	0	1	2	3	9
6.	Design, develop and administer benefits programs.	0	1	2	3	9
7.	Formulate personnel policies (rules and regulations) on absenteeism, turnover, sick leave, affirmative action, equal opportunity, etc.	0	1	2	3	9
8.	Identify training needs	0	1	2	3	9
	a) Establish and evaluate training programs.	0	1	2	3	9
9.	Coordinate personnel programs.	0	1	2	3	9
10.	Develop and implement personnel recruiting and selection methods.	0	1	2	3	9
11.	Develop and implement mechanisms to handle employee complaints and grievances.	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

12.	Establish two-way communications both across and up and down the organization.	0	1	2	3	9
13.	Make contractual agreements for services where required.	0	1	2	3	9
14.	Prepare house organ for communication.	0	1	2	3	9
15	Conduct personnel research.	0	1	2	3	9
16.	Establish and periodically review a personnel evaluation system.	0	1	2	3	9
17.	Establish retention incentives.	0	1	2	3	9

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Information Systems and Data Analysis

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.

Tasks:

1.	Select and arrange for computer hardware and software.	0	1	2	3	9
2.	Direct systems development and analysis.	0	1	2	3	9
3.	Design methodology and carryout data collection from primary sources.	0	1	2	3	9
4.	Assemble and process data on the health care needs of the service area.	0	1	2	3	9
5.	Assemble and process data on status of existing health care delivery system and its use in health care area.	0	1	2	3	9
6.	Analyze data and develop conclusions based on analysis.	0	1	2	3	9
7.	Analyze statistical reports and/or computer outputs.	0	1	2	3	9
8.	Organize and develop information systems to support the organization's operations.	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

9.	Maintain and update inventories.	0	1	2	3	9
10.	Setup programs for the exchange of data with other organizations.	0	1	2	3	9
11.	Monitor data acquisition.	0	1	2	3	9
12.	Develop methods of display.	0	1	2	3	9
13.	Prepare and disseminate periodic and special reports.	0	1	2	3	9
14.	Assemble and present comparison data for considering alternatives.	0	1	2	3	9
15.	Educate the staff on the information system's capabilities and uses.	0	1	2	3	9

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Public and Community Activities

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: communicating, educating, and marketing the institution to the public.

Tasks:

		0	1	2	3	9
1.	Represent the organization in its relationships to other local agencies.	0	1	2	3	9
2.	Represent the organization on commissions, agencies, or at hearings.	0	1	2	3	9
3.	Explain goals, costs and services to community.	0	1	2	3	9
4.	Solicit volunteer services (recruit, train, organize volunteer workers).	0	1	2	3	9
5.	Participate in community organizations and activities.	0	1	2	3	9
6.	Develop cooperative relationships with other organizations.	0	1	2	3	9
7.	Compile and transmit educational and informational news articles to the media.	0	1	2	3	9
8.	Solicit contributions through personal contacts in the community.	0	1	2	3	9
9.	Keep the public informed (carry out a planned course of action) of benefits derived from the organization.	0	1	2	3	9
10.	Plan special events with/for the community (e.g. arrange for special exhibits, conducted, exhibits, speakers, visitors, etc.).	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

11.	Direct participation in community education for improvement of community health and welfare.	0	1	2	3	9
12.	Conduct and/or participate in public meetings on community health concerns.	0	1	2	3	9
13.	Solicit input from various segments of the population on its health care needs.	0	1	2	3	9
14.	Obtain the governing body's participation in public and community activities.					

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Health Industry Activities

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations ; group practice associations, HMO associations, etc.); to promote a proactive position for the institutions.

Tasks:

1. Communicate health care needs to and learn health care needs from persons external to the organization by attending meetings and seminars, symposia, conventions, etc.	0	1	2	3	9
2. Write articles for professional journals.	0	1	2	3	9
3. Read and keep abreast of current issues in the industry. (e.g., Management and business methods, Technological changes, Economic trends, Political Trends, Expanding needs of community, etc.).	0	1	2	3	9
4. Develop cooperative relationships with professional organizations to maintain high professional standards.	0	1	2	3	9
5. Stimulate participation of governing board members and employees in health care association activities.	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Legal Issues and Government Related Activities

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.

Tasks:

1.	Develop policies and execute actions regarding legal changes affecting the organization	0	1	2	3	9
	a) Develop policies and execute actions regarding legal issues affecting patient rights and treatment.	0	1	2	3	9
2.	Develop policies and execute actions regarding regulations, licensure, and accrediation requirements.	0	1	2	3	9
3.	Negotiate financial agreements (insurance and facilities).	0	1	2	3	9
4.	Negotiate reimbursement rates and care contracts with third party payers.	0	1	2	3	9
5.	Negotiate labor union contracts.	0	1	2	3	9
6.	Negotiate contracts for purchase and delivery of supplies and services.	0	1	2	3	9
7.	Negotiate contracts for new construction.	0	1	2	3	9
8.	Review and analyze proposed legislation.	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

9. Arrange for legal representation for the organization.	0	1	2	3	9
10. Prepare and deliver written and oral statements on pending regulations and legislation.	0	1	2	3	9
11. Develop and Maintain a risk-management program (e.g. OSHA, Compliance, Worker's Compensation, Malpractice, etc.)	0	1	2	3	9

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, tasks, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Educational Development

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: planning, developing, implementing and evaluating an organized program of education.

Tasks:

1.	Identify the competency requirements	0	1	2	3	9
2.	Develop, direct and maintain an in-service training program.	0	1	2	3	9
3.	Develop, direct and maintain an educational program for staff and management devlopment.	0	1	2	3	9
4.	Oversee clinical intern programs.	0	1	2	3	9
5.	Establish and direct a program of employee development.	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE SCALE FOR RATING TASKS: At the level of participation expected of an entry level HSA, rate each task on how important you feel competent performance on the task is to competent performance at the entry level.*

0 = not relevant at entry level
1 = little or no importance
2 = important but not critical
3 = critical
9 = don't know

Job Dimension: Program Review and Evaluation

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.

Tasks:

1.	Conduct studies of financial performance.	0	1	2	3	9
2.	Conduct studies of program effectivenesses.	0	1	2	3	9
3.	Coordinate and review programs to evaluate quality of services (quality assurance).	0	1	2	3	9
4.	Prepare periodic evaluation reports to governing bodies of progress and activities of the organization.	0	1	2	3	9
5.	Conduct periodic review and evaluation of existing procedures, programs, and work methods.	0	1	2	3	9
6.	Develop standards and methods of measurement of activities (objectives, evaluation criteria, time tables).	0	1	2	3	9
7.	Work with other agencies or institutions in health care field to coordinate joint studies.	0	1	2	3	9
8.	Keep records of completed studies or studies in progress.	0	1	2	3	9
9	Identify and secure necessary technical assistance to design and develop data collection instruments.	0	1	2	3	9

---

*An entry-level health services administration (HSA) is described as a person who may be placed in a staff, line, or functional position (e.g. assistant to the director, assistant administrator, department head, etc.)

IMPORTANCE AT ENTRY LEVEL
(check one box for each task)

10.	Analyze data and develop conclusions or recommendations based on analyses.	0	1	2	3	9
11.	Write reports on studies for Board action.	0	1	2	3	9
12.	Disseminate results of studies to appropriate groups.	0	1	2	3	9

THANK YOU. NOW THAT YOU HAVE FINISHED THE TASK RATING, USE THE ENCLOSED POSTAGE PAID ENVELOPE TO RETURN THE RATING FORM TO ETS. FORMS MUST BE RETURNED BY APRIL 7, 1980.

APPENDIX E

DEFINITION OF SCALE POINTS FOR QUALIFICATIONS LIST

APPENDIX E

DEFINITION OF SCALE POINTS FOR QUALIFICATIONS LIST

Health Services Administrator's Qualifications Rating Form
(Essentiality of Knowledge, Skill/Ability to Competent Performance)

INSTRUCTIONS

Use the 9-point scale below to rate each knowledge, skill or ability (KSA) in each job dimension.

The ratings indicate how much of the KSA it is essential for the entry-level health services administrator to have on day one of the job in order to perform competently on the job.

In each box, put the rating you feel best indicates how much of the KSA it is essential for the entry-level Health Services Administrator to possess for competent job performance. There will be one rating for each KSA in each of the 10 job dimensions.

I suggest you rate all the KSA's, one dimension at a time (rating vertically one packet at a time) rather than rating each KSA one at a time (rating horizontially across packets). However, you may do the rating in whatever order you prefer.

PLEASE MAIL THE COMPLETED FORM TO ETS IN THE ENCLOSED POSTAGE PAID RETURN ENVELOPE NO LATER THAN FRIDAY, JULY 25, 1980.

RATING SCALE

For this KSA, how much is essential for the entry-level HSA to possess for competent performance on day one?

* 1 - none - it is not essential - it can be learned on the job.

2 -

* 3 - A limited amount is essential for competent performance. (Little knowledge, skill or ability is required)

4 -

* 5 - A moderate amount is essential for competent job performance. (A basic working knowledge, or noticible skill/ability is required)

6 -

* 7 - A considerable amount is essential for competent job performance. (Fully knowledgeable or full competent to perform skill/ability)

8 -

* 9 - A great deal is essential for competent job performance. (An expert)

* The knowledge levels associated with these scale ratings are explained in more detail on the last page of the form.

Knowledge Scale		Knowledge Levels **
1 =	None	No knowledge of subject
3 =	A limited amount	Recognition or recall: Individual must remember or recognize appropriate terminology, facts, ideas, material trends and sequences, methodology, principles and generalizations
5 =	A moderate amount	Comprehension: Individual must comprehend what is being communicated and be able to make use of the material or idea without necessarily relating it to other material or seeing its fullest complications; may paraphrase; translate, interpret, or extrapolate but not beyond what is given Application: Individual must be able to apply ideas, rules or procedure, generalizable methods, principles, or theories in particular and concrete situations
7 =	Considerable amount	Analysis: Individual must be able to break down material into its constituent parts and detect the relationships of the parts and the way they are organized (both content and form)
9 =	A great deal (expert)	Synthesis: Individual must be able to put together elements and parts to form a whole, combining in such a way as to constitute a pattern or structure not clearly there before. Implies uniqueness and orginality, and may draw on elements from many sources. Products may be a unique communication, a plan or program, a conceptualization of a theory, or hypotheses to be tested. Evaluation: Individual must make judgments about the value, for some purpose, of ideas, works, solutions, methods, material, etc., using personal or prescribed criteria or standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying. May be quantitative or qualitative.

Note: Each succeeding level is presumed to include the previous level or levels.

** These ratings are based on Bloom's Taxonomy of Educational Objectives (Bloom, B. (Ed.) *Taxonomy of Educational Objectives, Handbook 1, The Cognitive Domain*. New York: David McKay Company, Inc., 1956).

APPENDIX F

FINAL QUALIFICATIONS RATING FORM

APPENDIX F

FINAL QUALIFICATIONS RATING FORM

EDUCATIONAL TESTING SERVICE
PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
•
CENTER FOR OCCUPATIONAL
AND PROFESSIONAL ASSESSMENT

June 27, 1980

The list of entry-level qualifications now includes inputs from all the members of our advisory committee.

To finish our last task, please rate each knowledge, or skill/ability (KSA) on the qualifications list as to how much of it is required of an entry-level health services administrator for competent job performance. We have, as suggested at our last meeting, a 9-point scale for the ratings. The scale was expanded to allow for more spread at the low end of the scale where it is expected most ratings will fall for our entry-level administrators. The knowledge scale is anchored at 5 points with descriptions of the ratings at those points. Please remember we are rating the amount of KSA required on day one on the job and not what can be achieved after a brief time on the job.

Use the enclosed qualifications rating form to rate the KSA's required at entry-level. Please rate each KSA for each job dimension. The activities of the job dimension are shown on the form. PLEASE COMPLETE AND MAIL THE FORMS TO ME BY FRIDAY, JULY 25, 1980.

I have also enclosed a copy of the results of the analysis of the task ratings and an explanation of what was done in the analysis. I hope you find the results of our first "homework" assignment interesting. When the qualifications ratings have been tallied (homework #2) and analyzed, I will send you a copy of the results.

It has been a pleasure working with you. I expect we will not meet as a committee again on this project. Joanne and I thank you for the fine work you have done as an individual and a member of our group.

Best wishes,

Marlene

Marlene Goodison
Research Scientist

MG:sr
Enclosures

Health Services Administrator's Qualifications Rating Form
(Essentiality of Knowledge, Skill/Ability to Competent Performance)

INSTRUCTIONS

Use the 9-point scale below to rate each knowledge, skill or ability (KSA) in each job dimension.

The ratings indicate how much of the KSA it is essential for the entry-level health services administrator to have on day one of the job in order to perform competently on the job.

In each box, put the rating you feel best indicates how much of the KSA it is essential for the entry-level Health Services Administrator to possess for competent job performance. There will be one rating for each KSA in each of the 10 job dimensions.

I suggest you rate all the KSA's, one dimension at a time (rating vertically one packet at a time) rather than rating each KSA one at a time (rating horizontially across packets). However, you may do the rating in whatever order you prefer.

PLEASE MAIL THE COMPLETED FORM TO ETS IN THE ENCLOSED POSTAGE PAID RETURN ENVELOPE NO LATER THAN FRIDAY, JULY 25, 1980.

RATING SCALE

For this KSA, how much is essential for the entry-level HSA to possess for competent performance on day one?

* 1 - none - it is not essential - it can be learned on the job.

2 -

* 3 - A limited amount is essential for competent performance. (Little knowledge, skill or ability is required)

4 -

* 5 - A moderate amount is essential for competent job performance. (A basic working knowledge, or noticible skill/ability is required)

6 -

* 7 - A considerable amount is essential for competent job performance. (Fully knowledgeable or full competent to perform skill/ability)

8 -

* 9 - A great deal is essential for competent job performance. (An expert)

* The knowledge levels associated with these scale ratings are explained in more detail on the last page of the form.

KNOWLEDGE	Overall Direction - Policy Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
•Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGE	Overall Direction - Policy Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/ Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS), organizational design, organizational development, and trends).	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGE	**Overall Direction - Policy** Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management, and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGE	Overall Direction - Policy Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results).	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes (e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques).	[ ]

KNOWLEDGE	Overall Direction - Policy Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants: project planning; review: evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGE	Overall Direction - Policy Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	Overall Direction - Policy Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and"factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	Overall Direction - Policy Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Stability Ability to work under pressure and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people: a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	**Overall Direction - Policy** Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change: receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	Overall Direction - Policy Activities involve: determining the goals and objectives of the organization in conjunction with policy-making committees and governing boards by analyzing policy documents, reviewing past policy decisions, and reviewing comparable health programs to achieve overall policy objectives.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks to innovate on the job.	[ ]

KNOWLEDGE	Overall Direction - Operations Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGE	**Overall Direction - Operations** Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/ Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends).	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGE	Overall Direction - Operations Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGE	Overall Direction - Operations Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization´s functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.	[ ]

KNOWLEDGE	Overall Direction - Operations Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGE	**Overall Direction - Operations** Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	Overall Direction - Operations Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	Overall Direction - Operations Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Stability Ability to work under pressure, and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	Overall Direction - Operations Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	Overall Direction - Operations Activities involve: planning, implementing and evaluating programs, services and physical facilities required to meet the regulations, policies, and objectives of the organization. This involves coordinating and directing the activities of departments or functional units.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks, to innovate on the job.	[ ]

KNOWLEDGE	Financial Management Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGE	Financial Management Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends).	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGE	Financial Management Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGE	**Financial Management** Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.	[ ]

KNOWLEDGE	**Financial Management** Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGE	Financial Management Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	Financial Management Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audignces.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	Financial Management Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Stability Ability to work under pressure, and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	Financial Management Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	Financial Management Activities involve: the financial affairs of the organization including management of revenues, expenditures, income, and fee structures.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks, to innovate on the job.	[ ]

KNOWLEDGES	Human Resources Management Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGES	Human Resources Management Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/ Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends).	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGES	**Human Resources Management** Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGES	Human Resources Management Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.	[ ]

KNOWLEDGES	Human Resources Management Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGES	Human Resources Management Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	Human Resources Management Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	**Human Resources Management** Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Stability Ability to work under pressure, and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	Human Resources Management Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	**Human Resources Management** Activities involve: the responsibility for selection, evaluation, retention, and motivation of employees to meet the needs of the organization; and determination and application of the reward system.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks, to innovate on the job.	[ ]

KNOWLEDGES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends).	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.	[ ]

KNOWLEDGES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Stability Ability to work under pressure, and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	Information Systems and Data Analysis Activities involve: providing for data-based decision making by developing the programs, procedures, and reporting systems to manage records, support special evaluation studies, conduct research projects, and support routine operations of the organization; to acquire the equipment or services needed.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks, to innovate on the job.	[ ]

KNOWLEDGES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends).	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.	[ ]

KNOWLEDGES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Stability Ability to work under pressure, and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	Public and Community Activities Activities involve: communicating, educating, and marketing the institution to the public.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks, to innovate on the job.	[ ]

KNOWLEDGES	Health Industry Activities Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGES	Health Industry Activities Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends).	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGES	Health Industry Activities Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGES	Health Industry Activities Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.	[ ]

KNOWLEDGES	Health Industry Activities Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGES	Health Industry Activities Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-makkng process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	Health Industry Activities Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	**Health Industry Activities** Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Stability Ability to work under pressure, and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	Health Industry Activities Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	Health Industry Activities Activities involve: interacting with appropriate organizations, professional societies, associations, etc. (e.g., hospital associations; nursing home associations; group practice associations; HMO associations, etc.) to promote a proactive position for the institutions.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks, to innovate on the job.	[ ]

KNOWLEDGES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends).	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.	[ ]

KNOWLEDGES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Stability Ability to work under pressure, and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	Legal Issues and Government Related Activities Activities involve: addressing the regulatory and legal issues of the organization (local, state, and federal) and the health care field.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks, to innovate on the job.	[ ]

KNOWLEDGES	Educational Development Activities involve: planning, developing, implementing and evaluating an organized program of education.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGES	Educational Development Activities involve: planning, developing, implementing and evaluating an organized program of education.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends).	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGES	Educational Development Activities involve: planning, developing, implementing and evaluating an organized program of education.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGES	Educational Development Activities involve: planning, developing, implementing and evaluating an organized program of education.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.	[ ]

KNOWLEDGES	Educational Development Activities involve: planning, developing, implementing and evaluating an organized program of education.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGES	Educational Development Activities involve: planning, developing, implementing and evaluating an organized program of education.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	**Educational Development** Activities involve: planning, developing, implementing and evaluating an organized program of education.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	Educational Development Activities involve: planning, developing, implementing and evaluating an organized program of education.
Stability Ability to work under pressure, and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	Educational Development Activities involve: planning, developing, implementing and evaluating an organized program of education.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	Educational Development Activities involve: planning, developing, implementing and evaluating an organized program of education.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks, to innovate on the job.	[ ]

KNOWLEDGES	Program Review and Evaluation Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Awareness of Issues in Health Services Health topics which may affect programs, functioning, and long-term planning (e.g., current legislation and government programs in the health field, priorities in community health needs, etc.).	[ ]
Universe of Health Services Organizations Purpose, structure, function, and interrelationship of health service organizations including public, private and voluntary settings, and the external bodies that impact on the organizations (e.g., regulatory bodies, HSA's, associations, etc.).	[ ]
Health Planning Methodology Planning methods, concepts, and techniques which support health planning, development, delivery, and evaluation.	[ ]
Public Health Organization of health resources to maintain, protect, promote, and remedy the health of the community (e.g., organization and functions of the public health system, epidemiology, vital statistics, demography, ecology).	[ ]

KNOWLEDGES	Program Review and Evaluation Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Health Economics Concepts of macro and micro economic principles as related to health services.	[ ]
Regional Planning Concepts related to planning and program efforts within a prescribed area taking into consideration transportation, land utilization, demographic and manpower factors, the interaction among agencies, and the relationship of these efforts to health planning and resources development.	[ ]
General Organization Theory & Principles of Administration/Management Concepts related to the administration of organizations, decision-making, management techniques (e.g., MBO, MIS, PPBS), organizational design, organizational development, and trends+.	[ ]
Personnel Management Human relations, recruiting and selecting staff, position classification and salary administration, performance review, employee benefits, termination and exit interviews, training programs, labor relations.	[ ]

KNOWLEDGES	Program Review and Evaluation Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Finance of Health Services Principles of health services finance and reimbursement systems including generation, management and control of revenues and expenditures, and the impact of finance on service delivery.	[ ]
Sociology Concepts related to community characteristics, processes and dynamics in relation to health needs and demands and their interraction with the health system (e.g., social indicators, cultural differences, community organizations and roles, population and ecology, stratification of society, community resources, social services, welfare system, government intervention and its impact).	[ ]
Human Behavior Concepts related to individual behavior (e.g., motivation, individual differences, counseling and guidance, etc.).	[ ]
Health Service Providers Concepts, terminology, and technology of the individual roles of health services providers (e.g., physicians, nurses, psychologists, dentists, physical therapists, physician assistants, home health aides, etc.) including the treatment processes, the interaction of roles, and changing trends in delivery practices.	[ ]

KNOWLEDGES	Program Review and Evaluation Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Information Systems Data collection, analysis and management of systems for acquisition, storage, retrieval, analysis, projection, and report generation of information required for performance of the organization's functions (e.g., information networks, client records, development of instruments to collect data, data preparation and utilization, basic statistics, computer science techniques, systems, usage, hardware and software; elementary computer programming, forecasting, modeling, simulation, cost effectiveness and cost/benefits analysis, library science, word processing, etc.).	[ ]
Research Design & Program Evaluation Concepts of research design and applications including program evaluation (e.g., methods of observation and data collection, protection of human subjects, informed consent, design of instruments to collect data, analysis and interpretation of results.	[ ]
Communications Principles and techniques of effective exchange of information with general and specific groups for various purposes; e.g., public relations, technical writing, journalism, media, display systems (graphic and tabular, charting), audio-visual techniques, public speaking, and listening techniques.	[ ]

KNOWLEDGES	Program Review and Evaluation Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Group Dynamics Processes by which a group functions, including theory and application of techniques and mechanisms for conflict resolution, consensus building, value eliciting, role identification, social processes, and other decision-making processes for prioritizing, problem identification, and other planning and development issues.	[ ]
Educational/Instructional/Training Techniques Educational concepts and methods as applied to adult learning (e.g., adult education techniques, continuing education, conferencing).	[ ]
Legal Aspects of Health Services The duties, rights, obligations and responsibilities of health services providers, organizations, and consumers (e.g., due process, confidentiality, malpractice, risk-management, anti-trust issues, patient rights, certificate of need, etc.).	[ ]
Grantsmanship & Grants Management The basics of preparing, negotiating, and monitoring proposals and grants, project planning; review; evaluation; work flow analysis; resource allocation; and monitoring.	[ ]

KNOWLEDGES	Program Review and Evaluation Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Political Institutions & Processes Federal, state, and local government structure and processes in the development of public policy, regulation, and law in the United States and their impact on health services (e.g., legislative process and procedures, public policy analysis and development): the political and non-political power structure and decision-making process.	[ ]
Accreditation & Licensure The procedures and requirements of accreditation, certification, and licensure programs of health providers and institutions.	[ ]

SKILLS & ABILITIES	Program Review and Evaluation Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Learning Ability Ability to grasp new material, to relate to it in conceptual terms and be able to apply it to situations as required (i.e. general intelligence as applied to level of understanding beyond the obvious and factual).	[ ]
Oral Communication Ability to speak clearly, concisely, accurately, and persuasively with appropriate vocabulary and usage for the audience, (large or small) and purpose.	[ ]
Written Communication Ability to write clearly and concisely and to adapt vocabulary, style, and usage to purpose. Ability to make technical subject matter understandable to non-technical audiences.	[ ]
Reading Comprehension Ability to read and interpret written material which ranges from the news to legal to technical.	[ ]
Leadership Ability to influence others using a variety of approaches appropriate for the situation in order to accomplish an objective.	[ ]

SKILLS & ABILITIES	Program Review and Evaluation Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Stability Ability to work under pressure, and respond rationally under stressful conditions.	[ ]
Quality of Judgment Ability to be practical and objective in the analysis of problems and even-handed in dealing with situations and people; a freedom from or recognition of biases: ability to sort out priorities and issues.	[ ]
Planning & Organizing Work Ability to plan and organize tasks, schedule and allocate time and resources systematically, set priorities, provide for coordination of flow of work and activities.	[ ]
Interpersonal Skills Ability to work effectively with other people understanding and adapting to differences in personality and ability: ability to meet people readily and interact effectively: tact: patience: discretion.	[ ]
Analysis and Synthesis Ability to process and organize a broad variety of information and data and to synthesize or conceptualize relevant elements for the purpose at hand.	[ ]

SKILLS & ABILITIES	**Program Review and Evaluation** Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Problem-solving Approach to Decision-making Ability to arrive at decisions by an orderly and analytical process, identifying issues and considering impact of alternative solutions.	[ ]
Implementation of Plans and Decisions Ability to convert plans and decisions into action or implementation.	[ ]
Supervision & Control Ability to oversee and direct the financial, physical and human resources of the organization and monitor the plans and programs to meet goals and objectives.	[ ]
Adaptive Ability Ability to adjust readily to change receptivity to new ideas, group decisions, different cultures, and innovative approaches.	[ ]
Group Process Skills Ability to work with and within groups effectively, suiting role to needs of the group in an active process of testing and adapting.	[ ]
Political Acumen Ability to understand and work through the political process.	[ ]

SKILLS & ABILITIES	Program Review and Evaluation Activities involve: planning and conducting an on-going process of review and evaluation of projects, programs, and operations.
Community Organization and Education Ability to influence community elements in support of planning and implementation of programs.	[ ]
Act Independently The ability and willingness to take actions and reasonable risks, to innovate on the job.	[ ]

Knowledge Scale	Knowledge Levels **	
1 =	None	No knowledge of subject
3 =	A limited amount	Recognition or recall: Individual must remember or recognize appropriate terminology, facts, ideas, material trends and sequences, methodology, principles and generalizations
5 =	A moderate amount	Comprehension: Individual must comprehend what is being communicated and be able to make use of the material or idea without necessarily relating it to other material or seeing its fullest complications; may paraphrase; translate, interpret, or extrapolate but not beyond what is given Application: Individual must be able to apply ideas, rules or procedure, generalizable methods, principles, or theories in particular and concrete situations
7 =	Considerable amount	Analysis: Individual must be able to break down material into its constituent parts and detect the relationships of the parts and the way they are organized (both content and form)
9 =	A great deal (expert)	Synthesis: Individual must be able to put together elements and parts to form a whole, combining in such a way as to constitute a pattern or structure not clearly there before. Implies uniqueness and orginality, and may draw on elements from many sources. Products may be a unique communication, a plan or program, a conceptualization of a theory, or hypotheses to be tested. Evaluation: Individual must make judgments about the value, for some purpose, of ideas, works, solutions, methods, material, etc., using personal or prescribed criteria or standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying. May be quantitative or qualitative.

Note: Each succeeding level is presumed to include the previous level or levels.

** These ratings are based on Bloom's Taxonomy of Educational Objectives (Bloom, B. (Ed.) Taxonomy of Educational Objectives, Handbook 1, The Cognitive Domain. New York: David McKay Company, Inc., 1956).

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Overall Direction-Policy

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
1. Issues in Health Care	0	1	3	0	4	0	1	0	0
2. Health Care Organizations	0	0	3	1	2	0	3	0	0
3. Health Planning Methodology	1	0	2	0	4	0	2	0	0
4. Public Health	0	0	4	1	4	0	0	0	0
5. Health Economics & Finance	0	1	5	1	2	0	0	0	0
6. Regional Planning	2	0	4	1	2	0	0	0	0
7. Business Administration - General and Applied Admin. & Organ. Theory	0	0	2	0	4	0	3	0	0
8. Personnel Management	0	0	1	0	5	2	1	0	0
9. Sociology	0	0	3	0	5	0	1	0	0
10. Psychology	0	1	6	0	1	0	1	0	0
11. Medical/Nursing Practice	1	1	2	0	2	2	1	0	0
12. Data Collection, Analysis & Management	0	1	3	0	2	0	2	1	0
13. Research Design & Methodology	1	1	3	1	3	0	0	0	0
14. Library & Information Systems	2	0	4	0	2	1	0	0	0
15. Communications	0	0	1	0	3	0	4	1	0
16. Group Dynamics	0	0	2	1	3	1	2	0	0

KSA	Frequency of Scale Ratings								
	1	2	3	4	5	6	7	8	9
17. Educational/Instructional/Training Techniques	2	2	3	0	2	0	0	0	0
18. Legal Aspects of Review	0	1	2	1	5	0	0	0	0
19. Sources of Funding & Grantsmanship	1	1	4	0	2	0	1	0	0
20. Grants Management	0	0	3	1	3	1	1	0	0
21. Political Science	2	0	3	0	2	1	1	0	0
22. Parliamentary Procedure	0	0	0	0	3	0	5	0	1
23. Learning Ability	0	0	1	0	1	1	5	0	1
24. Oral Communication	0	0	0	0	2	0	5	2	0
25. Written Communication	0	0	0	0	4	0	3	1	1
26. Reading Comprehension	0	1	1	0	4	0	3	0	0
27. Leadership	0	0	1	0	2	1	4	1	0
28. Stability	0	0	2	0	1	3	2	0	1
29. Quality of Judgment	0	0	1	0	6	1	1	0	0
30. Planning & Organizing Work	0	0	0	0	4	0	4	1	0
31. Interpersonal Skills	1	0	1	1	4	0	2	0	0
32. Analysis and Synthesis	0	0	2	0	3	0	3	1	0
33. Problem-solving Approach to Decision-making	1	0	1	1	4	1	0	1	0
34. Implementation of Plans & Decisions	2	0	3	1	2	0	1	0	0

	Frequency of Scale Ratings								
KSA	1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	4	0	0	0	4	1	0
36. Adaptive Ability	1	0	3	0	1	0	4	0	0
37. Group Process Skills	1	0	5	1	0	1	1	0	0
38. Political Acumen	1	0	5	0	1	1	1	0	0
39. Community Organization & Education	0	1	2	0	1	0	4	1	0

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Overall Direction-Operations

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
1. Issues in Health Care	2	1	2	0	3	0	0	1	0
2. Health Care Organizations	0	0	5	0	2	1	1	0	0
3. Health Planning Methodology	0	0	3	0	2	0	4	0	0
4. Public Health	1	0	4	1	2	0	1	0	0
5. Health Economics & Finance	1	1	6	1	0	0	0	0	0
6. Regional Planning	3	1	2	0	3	0	0	0	0
7. Business Administration - General and Applied Admin. & Organ. Theory	0	0	3	1	3	0	1	1	0
8. Personnel Management	0	1	2	1	4	1	0	0	0
9. Sociology	0	0	5	1	2	0	1	0	0
10. Psychology	0	0	5	1	2	0	1	0	0
11. Medical/Nursing Practice	0	0	3	1	4	1	0	0	0
12. Data Collection, Analysis & Management	2	0	2	0	3	0	1	1	0
13. Research Design & Methodology	1	0	5	0	2	0	1	0	0
14. Library & Information Systems	1	0	5	0	0	2	1	0	0
15. Communications	0	0	2	1	4	0	2	0	0
16. Group Dynamics	1	0	1	2	3	0	2	0	0

KSA	Frequency of Scale Ratings								
	1	2	3	4	5	6	7	8	9
17. Educational/Instructional/Training Techniques	0	1	5	1	1	1	0	0	0
18. Legal Aspects of Review	0	0	3	0	5	1	0	0	0
19. Sources of Funding & Grantsmanship	2	0	5	0	1	0	1	0	0
20. Grants Management	1	0	4	0	2	1	1	0	0
21. Political Science	0	0	4	0	3	0	2	0	0
22. Parliamentary Procedure	0	0	0	0	2	1	5	0	1
23. Learning Ability	0	0	1	0	0	1	6	0	1
24. Oral Communication	0	0	0	0	2	0	5	1	1
25. Written Communication	0	0	0	0	3	0	4	1	1
26. Reading Comprehension	0	0	1	0	3	1	3	1	0
27. Leadership	0	0	1	0	2	0	4	2	0
28. Stability	0	0	1	0	4	1	1	1	1
29. Quality of Judgment	0	0	1	0	6	0	1	1	0
30. Planning & Organizing Work	0	0	0	2	0	1	5	1	0
31. Interpersonal Skills	0	0	1	1	2	0	4	0	1
32. Analysis and Synthesis	0	0	1	0	4	1	1	1	1
33. Problem-solving Approach to Decision-making	1	0	1	0	4	1	0	1	1
34. Implementation of Plans & Decisions	1	0	3	0	3	1	0	1	0

KSA	Frequency of Scale Ratings								
	1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	2	0	1	0	4	2	0
36. Adaptive Ability	0	0	3	0	4	0	2	0	0
37. Group Process Skills	0	0	4	1	2	1	1	0	0
38. Political Acumen	0	0	5	1	1	1	1	0	0
39. Community Organization & Education	0	0	3	0	0	0	4	1	1

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Financial Management

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
1. Issues in Health Care	2	1	3	0	2	0	0	1	0
2. Health Care Organizations	1	1	3	0	2	0	1	1	0
3. Health Planning Methodology	0	1	5	0	1	0	2	0	0
4. Public Health	1	0	6	0	1	0	1	0	0
5. Health Economics & Finance	0	0	3	0	3	1	2	0	0
6. Regional Planning	1	0	4	2	2	0	0	0	0
7. Business Administration - General and Applied Admin. & Organ. Theory	0	0	3	0	4	0	2	0	0
8. Personnel Management	1	0	3	0	3	1	0	0	1
9. Sociology	0	0	1	0	3	0	3	1	1
10. Psychology	3	0	4	0	0	0	2	0	0
11. Medical/Nursing Practice	1	1	3	2	1	0	1	0	0
12. Data Collection, Analysis & Management	2	0	3	1	2	0	1	0	0
13. Research Design & Methodology	1	0	2	0	3	2	0	1	0
14. Library & Information Systems	2	0	3	0	3	0	1	0	0
15. Communications	0	0	3	2	4	0	0	0	0
16. Group Dynamics	3	0	2	1	2	0	1	0	0

KSA	Frequency of Scale Ratings								
	1	2	3	4	5	6	7	8	9
17. Educational/Instructional/Training Techniques	2	2	3	0	1	0	0	0	0
18. Legal Aspects of Review	2	0	0	0	5	1	0	1	0
19. Sources of Funding & Grantsmanship	2	0	3	0	2	1	0	0	1
20. Grants Management	2	0	3	0	1	0	3	0	0
21. Political Science	1	0	5	0	2	0	0	1	0
22. Parliamentary Procedure	0	0	0	0	4	0	5	0	0
23. Learning Ability	1	0	1	1	1	1	4	0	0
24. Oral Communication	0	0	2	0	2	1	4	0	0
25. Written Communication	0	0	1	0	4	2	2	0	0
26. Reading Comprehension	1	0	2	1	2	0	2	1	0
27. Leadership	0	0	1	0	1	1	5	1	0
28. Stability	0	0	1	0	2	1	2	2	1
29. Quality of Judgment	0	0	1	0	4	1	3	0	0
30. Planning & Organizing Work	0	0	2	0	3	1	3	0	0
31. Interpersonal Skills	1	0	0	0	5	0	2	1	0
32. Analysis and Synthesis	1	0	0	0	5	0	1	1	1
33. Problem-solving Approach to Decision-making	1	0	2	0	3	1	1	1	0
34. Implementation of Plans & Decisions	1	0	2	0	3	0	2	0	1

	Frequency of Scale Ratings								
KSA	1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	3	0	4	1	1	0	0
36. Adaptive Ability	1	0	3	1	2	1	1	0	0
37. Group Process Skills	2	0	3	1	1	0	1	1	0
38. Political Acumen	4	1	2	0	1	0	1	0	0
39. Community Organization & Education	2	0	1	0	2	0	3	1	0

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Information Systems & Data Analysis

	Frequency of Scale Ratings								
KSA	1	2	3	4	5	6	7	8	9
1. Issues in Health Care	4	0	1	0	2	1	1	0	0
2. Health Care Organizations	2	0	3	0	3	0	1	0	0
3. Health Planning Methodology	2	0	1	0	3	0	2	1	0
4. Public Health	3	0	2	1	2	1	0	0	0
5. Health Economics & Finance	1	1	4	1	1	1	0	0	0
6. Regional Planning	4	1	1	0	1	2	0	0	0
7. Business Administration - General and Applied Admin. & Organ. Theory	1	0	3	0	4	1	0	0	0
8. Personnel Management	1	1	5	0	2	0	0	0	0
9. Sociology	0	1	2	0	5	0	0	1	0
10. Psychology	2	2	3	1	0	0	1	0	0
11. Medical/Nursing Practice	3	2	3	0	1	0	0	0	0
12. Data Collection, Analysis & Management	2	1	2	2	2	0	0	0	0
13. Research Design & Methodology	1	0	1	0	1	0	4	0	2
14. Library & Information Systems	3	0	0	0	2	1	1	1	1
15. Communications	1	1	1	1	4	0	0	1	0
16. Group Dynamics	3	0	3	1	1	0	1	0	0

	Frequency of Scale Ratings								
KSA	1	2	3	4	5	6	7	8	9
17. Educational/Instructional/Training Techniques	3	1	3	2	0	0	0	0	0
18. Legal Aspects of Review	3	0	3	2	1	0	0	0	0
19. Sources of Funding & Grantsmanship	3	1	3	0	1	0	0	1	0
20. Grants Management	3	2	2	0	0	0	1	1	0
21. Political Science	2	0	4	1	2	0	0	0	0
22. Parliamentary Procedure	0	0	2	0	1	0	6	0	0
23. Learning Ability	1	0	3	0	2	0	2	1	0
24. Oral Communication	0	0	4	0	2	0	1	2	0
25. Written Communication	0	0	1	0	5	0	2	1	0
26. Reading Comprehension	3	0	1	1	2	1	1	0	0
27. Leadership	0	0	1	0	3	1	4	0	0
28. Stability	0	0	1	0	6	0	1	1	0
29. Quality of Judgment	0	0	1	0	3	1	3	1	0
30. Planning & Organizing Work	1	0	3	0	3	1	1	0	0
31. Interpersonal Skills	2	0	1	0	2	0	2	1	1
32. Analysis and Synthesis	1	1	1	0	1	0	4	0	1
33. Problem-solving Approach to Decision-making	2	0	1	0	3	1	1	1	0
34. Implementation of Plans & Decisions	3	0	2	0	3	0	1	0	0

KSA	Frequency of Scale Ratings								
	1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	3	0	3	2	1	0	0
36. Adaptive Ability	4	0	0	1	4	0	0	0	0
37. Group Process Skills	4	0	1	1	2	0	1	0	0
38. Political Acumen	5	0	2	0	1	0	1	0	0
39. Community Organization & Education	2	0	1	0	2	0	3	1	0

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Human Resource Management

	Frequency of Scale Ratings								
KSA	1	2	3	4	5	6	7	8	9
1. Issues in Health Care	2	0	5	0	2	0	0	0	0
2. Health Care Organizations	1	1	2	1	3	0	1	0	0
3. Health Planning Methodology	2	0	4	1	1	0	1	0	0
4. Public Health	2	2	4	0	1	0	0	0	0
5. Health Economics & Finance	2	0	5	2	0	0	0	0	0
6. Regional Planning	2	2	3	0	2	0	0	0	0
7. Business Administration - General and Applied Admin. & Organ. Theory	0	0	2	1	4	1	1	0	0
8. Personnel Management	0	0	1	0	2	0	4	0	2
9. Sociology	0	1	4	0	4	0	0	0	0
10. Psychology	1	1	2	2	2	0	1	0	0
11. Medical/Nursing Practice	0	0	0	1	2	1	3	1	1
12. Data Collection, Analysis & Management	0	0	3	0	3	1	1	1	0
13. Research Design & Methodology	1	0	5	0	2	0	1	0	0
14. Library & Information Systems	3	1	3	0	1	1	0	0	0
15. Communications	0	0	2	0	4	0	2	1	0
16. Group Dynamics	1	0	1	0	0	1	4	2	0

KSA	1	2	3	4	5	6	7	8	9
	Frequency of Scale Ratings								
17. Educational/Instructional/Training Techniques	1	0	2	1	3	0	1	1	0
18. Legal Aspects of Review	1	0	4	0	3	0	1	0	0
19. Sources of Funding & Grantsmanship	4	0	3	0	2	0	0	0	0
20. Grants Management	1	1	3	1	2	0	1	0	0
21. Political Science	0	0	3	1	4	1	0	0	0
22. Parliamentary Procedure	0	0	0	1	3	0	5	0	0
23. Learning Ability	0	0	1	0	0	1	5	2	0
24. Oral Communication	0	0	0	0	3	3	7	8	9
25. Written Communication	0	0	1	0	3	0	5	0	0
26. Reading Comprehension	1	0	0	0	3	0	4	0	1
27. Leadership	0	0	1	0	2	0	4	1	1
28. Stability	0	0	1	0	1	0	5	1	1
29. Quality of Judgment	0	0	1	0	3	1	4	0	0
30. Planning & Organizing Work	0	0	0	0	4	0	4	0	1
31. Interpersonal Skills	0	0	2	0	3	2	2	0	0
32. Analysis and Synthesis	0	0	1	0	5	0	3	0	0
33. Problem-solving Approach to Decision-making	1	0	2	0	3	0	2	1	0
34. Implementation of Plans & Decisions	1	0	1	1	4	1	0	1	0

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	3	0	1	1	3	1	0
36. Adaptive Ability	1	0	2	0	4	0	1	0	1
37. Group Process Skills	3	1	1	2	1	0	1	0	0
38. Political Acumen	3	2	2	0	1	0	1	0	0
39. Community Organization & Education	0	1	1	0	3	1	2	1	0

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Public & Community Activities

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
1. Issues in Health Care	0	0	3	0	4	0	2	0	0
2. Health Care Organizations	1	0	1	0	4	0	3	0	0
3. Health Planning Methodology	1	0	3	1	3	0	1	0	0
4. Public Health	1	0	2	1	3	0	2	0	0
5. Health Economics & Finance	1	3	3	0	2	0	0	0	0
6. Regional Planning	2	1	2	2	2	0	0	0	0
7. Business Administration - General and Applied Admin. & Organ. Theory	1	1	6	0	1	0	0	0	0
8. Personnel Management	1	1	5	1	1	0	0	0	0
9. Sociology	1	1	3	0	3	1	0	0	0
10. Psychology	0	0	4	0	1	1	3	0	0
11. Medical/Nursing Practice	0	0	4	0	1	2	2	0	0
12. Data Collection, Analysis & Management	0	0	4	0	2	0	2	1	0
13. Research Design & Methodology	4	0	1	1	3	0	0	0	0
14. Library & Information Systems	4	0	2	1	2	0	0	0	0
15. Communications	0	0	2	0	2	0	3	1	1
16. Group Dynamics	0	0	3	0	1	1	4	0	0

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
17. Educational/Instructional/Training Techniques	0	0	4	0	1	0	3	1	0
18. Legal Aspects of Review	3	0	2	0	3	1	0	0	0
19. Sources of Funding & Grantsmanship	4	2	1	0	1	1	0	0	0
20. Grants Management	0	0	3	0	3	0	3	0	0
21. Political Science	2	1	2	0	3	0	1	0	0
22. Parliamentary Procedure	0	0	1	0	3	1	4	0	0
23. Learning Ability	0	0	0	0	3	0	4	1	1
24. Oral Communication	0	0	0	0	3	0	4	1	1
25. Written Communication	0	0	1	0	3	2	2	1	0
26. Reading Comprehension	0	0	1	0	5	1	2	0	0
27. Leadership	1	0	1	0	2	0	4	0	1
28. Stability	0	0	2	0	1	1	5	0	0
29. Quality of Judgment	0	0	3	0	4	0	2	0	0
30. Planning & Organizing Work	0	0	1	0	2	1	3	1	1
31. Interpersonal Skills	1	0	1	0	4	0	3	0	0
32. Analysis and Synthesis	1	0	2	1	4	0	1	0	0
33. Problem-solving Approach to Decision-making	1	0	3	0	2	0	3	0	0
34. Implementation of Plans & Decisions	2	0	4	0	3	0	0	0	0

KSA	Frequency of Scale Ratings								
	1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	3	0	1	1	4	0	0
36. Adaptive Ability	1	0	1	0	1	0	5	1	0
37. Group Process Skills	0	0	4	0	0	1	3	1	0
38. Political Acumen	0	0	1	0	2	0	5	0	1
39. Community Organization & Education	0	0	2	0	4	0	2	1	0

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Health Industry Activities

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
1. Issues in Health Care	0	0	3	0	4	1	1	0	0
2. Health Care Organizations	1	0	1	0	6	0	1	0	0
3. Health Planning Methodology	1	1	3	0	2	0	2	0	0
4. Public Health	1	0	3	0	4	0	1	0	0
5. Health Economics & Finance	1	0	5	0	3	0	0	0	0
6. Regional Planning	0	0	5	0	3	1	0	0	0
7. Business Administration - General and Applied Admin. & Organ. Theory	2	0	4	1	2	0	0	0	0
8. Personnel Management	2	0	4	0	2	1	0	0	0
9. Sociology	0	0	5	0	3	1	0	0	0
10. Psychology	2	0	2	1	3	0	1	0	0
11. Medical/Nursing Practice	2	1	0	0	5	1	0	0	0
12. Data Collection, Analysis & Management	0	0	2	0	4	0	3	0	0
13. Research Design & Methodology	3	0	3	0	3	0	0	0	0
14. Library & Information Systems	4	1	2	0	2	0	0	0	0
15. Communications	0	0	2	0	4	0	3	0	0
16. Group Dynamics	0	0	2	0	4	1	2	0	0

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
17. Educational/Instructional/Training Techniques	4	0	0	2	3	0	0	0	0
18. Legal Aspects of Review	1	0	3	0	4	1	0	0	0
19. Sources of Funding & Grantsmanship	3	2	2	0	1	1	0	0	0
20. Grants Management	0	0	4	0	1	0	4	0	0
21. Political Science	2	1	2	0	3	0	1	0	0
22. Parliamentary Procedure	0	0	1	0	4	1	3	0	0
23. Learning Ability	0	0	1	0	2	0	6	0	0
24. Oral Communication	0	0	1	0	5	0	3	0	0
25. Written Communication	0	0	0	0	7	0	2	0	0
26. Reading Comprehension	1	0	1	1	3	1	2	0	0
27. Leadership	0	0	3	0	2	2	2	0	0
28. Stability	0	0	1	0	4	1	3	0	0
29. Quality of Judgment	0	1	3	0	4	0	1	0	0
30. Planning & Organizing Work	0	0	2	0	3	0	4	0	0
31. Interpersonal Skills	2	0	1	0	2	1	3	0	0
32. Analysis and Synthesis	0	0	3	0	4	0	1	1	0
33. Problem-solving Approach to Decision-making	1	1	2	0	4	0	1	0	0
34. Implementation of Plans & Decisions	3	1	2	0	2	1	0	0	0

	Frequency of Scale Ratings								
KSA	1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	3	0	2	1	3	0	0
36. Adaptive Ability	0	0	2	0	3	1	3	0	0
37. Group Process Skills	0	0	4	0	2	0	3	0	0
38. Political Acumen	1	0	3	0	2	1	2	0	0
39. Community Organization & Education	0	0	3	0	3	0	3	0	0

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Legal Issues & Gov't. Relation Activities

KSA	Frequency of Scale Ratings								
	1	2	3	4	5	6	7	8	9
1. Issues in Health Care	0	0	3	0	4	0	2	0	0
2. Health Care Organizations	1	0	2	0	4	0	2	0	0
3. Health Planning Methodology	1	0	3	0	3	1	1	0	0
4. Public Health	1	0	2	1	5	0	0	0	0
5. Health Economics & Finance	1	0	4	2	2	0	0	0	0
6. Regional Planning	2	0	1	0	4	1	1	0	0
7. Business Administration - General and Applied Admin. & Organ. Theory	2	0	3	1	2	0	1	0	0
8. Personnel Management	1	0	5	0	3	0	0	0	0
9. Sociology	2	0	3	0	2	0	2	0	0
10. Psychology	2	0	3	1	2	0	1	0	0
11. Medical/Nursing Practice	2	0	4	1	1	0	1	0	0
12. Data Collection, Analysis & Management	0	0	3	1	3	0	1	1	0
13. Research Design & Methodology	2	0	3	1	3	0	0	0	0
14. Library & Information Systems	4	0	1	1	2	1	0	0	0
15. Communications	2	0	0	0	5	1	1	0	0
16. Group Dynamics	3	0	1	1	2	1	1	0	0

KSA	Frequency of Scale Ratings								
	1	2	3	4	5	6	7	8	9
17. Educational/Instructional/Training Techniques	4	0	2	1	2	0	0	0	0
18. Legal Aspects of Review	0	0	1	0	3	0	4	1	0
19. Sources of Funding & Grantsmanship	2	0	3	1	2	0	1	0	0
20. Grants Management	0	0	2	0	3	1	3	0	0
21. Political Science	2	0	2	0	1	1	3	0	0
22. Parliamentary Procedure	0	0	0	0	5	0	4	0	0
23. Learning Ability	1	0	1	1	2	1	3	0	0
24. Oral Communication	0	0	2	1	3	0	2	1	0
25. Written Communication	0	0	0	0	6	0	3	0	0
26. Reading Comprehension	2	0	1	1	2	1	2	0	0
27. Leadership	0	0	2	1	3	0	3	0	0
28. Stability	0	0	1	1	2	1	4	0	0
29. Quality of Judgment	0	0	5	0	1	2	1	0	0
30. Planning & Organizing Work	0	0	3	0	4	0	2	0	0
31. Interpersonal Skills	2	0	1	0	1	0	5	0	0
32. Analysis and Synthesis	0	0	3	0	0	1	4	1	0
33. Problem-solving Approach to Decision-making	1	0	2	1	4	0	1	0	0
34. Implementation of Plans & Decisions	3	0	3	0	2	1	0	0	0

Legal Issues & Gov't.
Relation Activities

KSA	Frequency of Scale Ratings								
	1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	2	0	4	0	3	0	0
36. Adaptive Ability	1	0	2	0	5	1	0	0	0
37. Group Process Skills	1	0	1	0	0	1	6	0	0
38. Political Acumen	1	0	2	1	3	1	1	0	0
39. Community Organization & Education	0	0	3	1	2	0	2	1	0

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Education Development

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
1. Issues in Health Care	1	1	2	0	4	0	0	1	0
2. Health Care Organizations	1	1	2	0	3	0	1	1	0
3. Health Planning Methodology	2	1	1	0	3	0	1	1	0
4. Public Health	2	1	2	0	3	0	0	1	0
5. Health Economics & Finance	0	1	5	0	2	0	1	0	0
6. Regional Planning	2	1	2	0	3	0	0	1	0
7. Business Administration - General and Applied Admin. & Organ. Theory	2	0	3	1	2	0	1	0	0
8. Personnel Management	2	0	3	0	3	0	1	0	0
9. Sociology	1	0	5	0	2	0	1	0	0
10. Psychology	0	0	4	0	3	0	2	0	0
11. Medical/Nursing Practice	0	0	3	0	3	0	2	1	0
12. Data Collection, Analysis & Management	2	0	1	0	4	0	1	1	0
13. Research Design & Methodology	2	0	4	0	3	0	0	0	0
14. Library & Information Systems	2	0	3	0	2	1	1	0	0
15. Communications	0	0	2	0	2	1	4	0	0
16. Group Dynamics	0	0	3	1	1	1	2	1	0

KSA	1	2	3	4	5	6	7	8	9
	Frequency of Scale Ratings								
17. Educational/Instructional/Training Techniques	0	0	1	0	3	0	3	0	2
18. Legal Aspects of Review	1	0	3	0	5	0	0	0	0
19. Sources of Funding & Grantsmanship	3	1	2	0	2	1	0	0	0
20. Grants Management	3	1	1	1	1	1	1	0	0
21. Political Science	3	0	2	0	3	0	1	0	0
22. Parliamentary Procedure	0	0	0	0	5	0	4	0	0
23. Learning Ability	0	0	0	0	2	1	5	1	0
24. Oral Communication	0	0	0	0	4	0	4	1	0
25. Written Communication	0	0	0	0	6	1	1	1	0
26. Reading Comprehension	1	0	0	0	5	0	3	0	0
27. Leadership	0	0	2	0	2	0	5	0	0
28. Stability	0	0	1	0	5	1	2	0	0
29. Quality of Judgment	0	0	1	0	4	1	3	0	0
30. Planning & Organizing Work	0	0	1	0	3	0	4	1	0
31. Interpersonal Skills	0	0	3	0	2	0	3	1	0
32. Analysis and Synthesis	0	0	3	1	2	0	3	0	0
33. Problem-solving Approach to Decision-making	1	0	3	0	4	0	1	0	0
34. Implementation of Plans & Decisions	2	0	4	0	2	0	1	0	0

	Frequency of Scale Ratings								
KSA	1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	1	0	3	1	4	0	0
36. Adaptive Ability	1	0	1	0	2	0	4	1	0
37. Group Process Skills	2	0	2	1	2	1	1	0	0
38. Political Acumen	1	0	1	0	3	2	2	0	0
39. Community Organization & Education	0	0	2	0	3	0	3	1	0

APPENDIX G

DISTRIBUTION OF QUALIFICATIONS RATINGS BY JOB DIMENSION

Program Review & Evaluation

	Frequency of Scale Ratings								
KSA	1	2	3	4	5	6	7	8	9
1. Issues in Health Care	0	1	5	0	1	1	1	0	0
2. Health Care Organizations	0	1	4	0	3	0	1	0	0
3. Health Planning Methodology	0	0	3	0	3	0	3	0	0
4. Public Health	2	0	3	1	2	1	0	0	0
5. Health Economics & Finance	1	0	4	1	2	1	0	0	0
6. Regional Planning	3	0	2	0	3	0	0	1	0
7. Business Administration - General and Applied Admin. & Organ. Theory	1	0	3	0	3	1	1	0	0
8. Personnel Management	2	0	4	0	2	1	0	0	0
9. Sociology	1	0	5	0	2	0	1	0	0
10. Psychology	1	0	5	0	2	0	1	0	0
11. Medical/Nursing Practice	2	0	2	1	2	1	1	0	0
12. Data Collection, Analysis & Management	0	0	6	0	1	0	1	1	0
13. Research Design & Methodology	0	0	3	0	4	0	1	1	0
14. Library & Information Systems	1	0	0	0	4	0	4	0	0
15. Communications	0	0	2	0	5	1	1	0	0
16. Group Dynamics	1	0	3	0	3	0	1	1	0

KSA	Frequency of Scale Ratings 1	2	3	4	5	6	7	8	9
17. Educational/Instructional/Training Techniques	2	0	3	0	3	1	0	0	0
18. Legal Aspects of Review	3	1	1	0	3	1	0	0	0
19. Sources of Funding & Grantsmanship	3	0	2	0	3	1	0	0	0
20. Grants Management	2	0	4	0	1	1	1	0	0
21. Political Science	2	0	2	1	3	0	0	1	0
22. Parliamentary Procedure	0	0	2	0	2	0	4	1	0
23. Learning Ability	0	0	3	0	2	1	2	1	0
24. Oral Communication	0	0	0	0	5	0	3	1	0
25. Written Communication	0	0	0	0	6	0	2	1	0
26. Reading Comprehension	2	0	1	0	4	0	2	0	0
27. Leadership	0	0	2	0	3	1	3	0	0
28. Stability	0	0	0	1	3	0	5	0	0
29. Quality of Judgment	0	0	2	0	1	0	5	1	0
30. Planning & Organizing Work	0	0	3	0	3	0	2	1	0
31. Interpersonal Skills	0	0	2	0	1	0	5	1	0
32. Analysis and Synthesis	0	0	3	0	1	0	4	1	0
33. Problem-solving Approach to Decision-making	1	0	2	0	3	0	3	0	0
34. Implementation of Plans & Decisions	3	0	3	0	2	1	0	0	0

	Frequency of Scale Ratings								
KSA	1	2	3	4	5	6	7	8	9
35. Supervision & Control	0	0	3	0	4	1	1	0	0
36. Adaptive Ability	2	0	3	0	2	1	1	0	0
37. Group Process Skills	4	0	1	1	2	0	1	0	0
38. Political Acumen	4	0	1	1	1	1	1	1	0
39. Community Organization & Education	0	0	4	0	1	0	3	1	0

APPENDIX H

REFERENCE LIST

APPENDIX H

Reference List

Association of University Programs in Health Administration; Role Delineation, Curriculum Relevance and Alternative Training Modalities for Health Services Administration. T. Hatch, W. Holland, R. Conant, Eds.: Washington, D.C.: 1976.

AUPHA - University Education for Administration in Hospitals, Washington, D.C.: American Council on Education, 1954.

Barron, A., Scholl, C.; Health Resources Planning Educational System. Educational Testing Service, Princeton, N.J.: 1978

Bengham, F.H.; Graduate Education for Hospital Administration: A Critique and a Program: University of Iowa, 1967

Bergwall, Robert; Evaluation of Present Health Services Administrator's Functions based on Future Objectives. George Washington University, Washington, D.C.: 1976.

Bloom, B. (Ed.); Taxonomy of Educational Objectives, Handbook 1, the Cognitive Domain. New York: David McKay Company, Inc., 1956.

Burmeister, Robert; Alternative Methodologies for Continuing Competency Assessment. Paper presented at 1979 Annual Meeting of National Commission for Health Certifying Agencies.

Delbecq, Andre, L., Van de Ven, Andrew H., and Gustafson, David H.; Group Techniques for Program Planning. Scott Foresman & Co., 1975.

Durben, Richard L., Springall, Herbert W.; Organization and Administration in Health Care. St. Louis, Missouri: Mosby, 1969.

Health Resources Administration, U.S. Dept. of HHS, Public Health Services; Guidelines for Recruitment and Selection of Executive/Professional Staff for Health Systems Agencies. U.S. Government Printing Office: 1977-260-943/1138.

Hemphill, J.K.; Dimensions of Executive Positions - A study of the basic characteristics of the positions of 93 business executives. Educational Testing Service Research Report, Princeton, N.J.: 1959.

Johnson, Alton; The Nature and Implications of the Role of the Health Care Administrators. University of Wisconsin. Madison: 1977.

Kellogg Commission on Education for Health Administration; Selected Papers of the Report of the Kellogg Commission. Health Administration Press, Ann Arbor, Michigan: 1975, Volumes I, II.

MacEachern, Malcolm T.; Hospital Organization and Management, Chicago, Illinois: Physicians Record Co., 1957.

McQuilan, Florence N.; Fundamentals of Nursing Home Administration. Philadelphia, Pennsylvania: Saunders, 1967.

Mintzberg, H.; The Managers Job: Folklore and Fact. Harvard Business Review, 1975, 53(4), p. 49-61.

Monta, E.K., Hodapp, R.P., Slater, C.H.; Group Practice Administration: Current and Future Roles. Center for Research in Ambulatory Health Care Administration, Denver, Colorado: 1976.

Moyerman, Susan; Relevance of Health Care Administration Curricula. Leonard Davis Institute of Health Economics, University of Pennsylvania, Philadelphia: 1978.

Rosenfeld, M., Thornton, R.F.; A Case Study in Job Analysis Methodology. Educational Testing Service, Princeton, N.J.: 1976

Rosenfeld, M., Thornton, R.F.; Selection Procedures for Employment Service Local Office Managers, Educational Testing Service, Princeton, N.J.: 1979.

Shaw, Marvin E.; Group Dynamics: The Psychology of Small Group Behavior. McGraw-Hill, Inc., New York: 1976.

U.S. Department of the Army; Guidelines for Development of Skill Qualification Tests. U.S. Army Training Support Center: Fort Eustis, Va.: 1977.

U.S. Department of Labor, U.S. Employment Service, American Hospital Association, Job Descriptions and Organization Analyses for Hospital and Related Health Services, Washington, D.C.: USGPO, 1952.